



1956

A study of child welfare in the San Francisco Unified School District

Katherine Elizabeth Gleeson
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A STUDY OF CHILD WELFARE SERVICES IN THE SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

A Thesis
Presented to
the Faculty of the Department of Speech
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Katherine Elizabeth Gleeson
June 1956

ACKNOWLEDGEMENT

The investigator wishes to express her appreciation to those people who contributed to the content of this thesis. They were: Mr. John Roberts, EDD, Coordinator of Child Welfare, San Francisco Unified School District, and his staff members: Mrs. Katharine Sutter, Director of Physically Handicapped; Mrs. Frances A. Gaine, Supervisor of the Mentally Handicapped; Mrs. Alice Henry, Supervisor of Child Guidance; Mr. Leslie Russell, Special Counselor; Miss Margaret Holland, Supervisor of Counseling and Guidance; and Mrs. Mae Carmondi, Manager, Student and Junior Division, California Department of Employment.

Without this cooperation this thesis would not have been possible.

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CHAPTER I

INTRODUCTION

Statement of the problem. This thesis is an attempt to develop a guide or handbook on Child Welfare Services in the San Francisco Unified School District. San Francisco Unified School District has never had a complete handbook covering all areas of Child Welfare, although many mimeographed papers and booklets (Counseling and Guidance) describing various departments have been written. In this study it is hoped to give a picture of what actually takes place in the field. This thesis should furnish valuable information to new teachers as well as to those already in the department, and aid members of the staff who meet many of the types of children that will be presented.

Justification of the problem. From time to time teachers, parents, and specialists need ready access to statements concerning services and materials for referrals. Extreme interest in the Child Welfare Program has been shown by teachers and by lay people. This study will endeavor to indicate what the program includes. The total program of San Francisco Unified Schools for the education of exceptional children is not presented in any

one booklet. Information on the mentally retarded was collected by Norma Bowen and can be found in the San Francisco State Library, but this publication has no material on other fields.¹ This study will attempt to present information completely and concisely in the whole field of special education.

It was the purpose of this study to assemble information for all interested persons concerned with informative material on the Child Welfare Program in San Francisco. The points to be covered are:

1. Preparation of child for a useful place in society; various plans are set up to meet his specific needs.
2. Provision made for the care of children in each field.
3. Placement of the child.
4. Organization of special classes.
5. Importance of parent-teacher participation.

Definitions of terms used. The term "exceptional children" is used to refer to those who deviate from what is supposed to be average in physical, mental, emotional,

¹Norma C. Bowen, "A Guide to Services for Mentally Retarded Children in San Francisco," 1953.

or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity.²

The term "special education" is used to refer to the education of those educable, physically handicapped for whom special adaptations of subject offerings, special classes, or special services must be provided to meet the individual needs of each child.³

"Special education" is the adapting of methods and materials to each individual child in order to train him to the maximum of his capabilities. No child is required to enter special classes without permission of parents.

Limitations of the study. This thesis will be confined to the organized special services of the San Francisco Unified School District. The fields included in the Department of Child Welfare that will be included in this study will be:

²National Society for the Study of Education, The Education of Exceptional Children, Forty-ninth Yearbook of the National Society for the Study of Education, Part II.

³"Accounting in California Public Schools," Bulletin of the California Department of Education Handbook on Attendance, XXII (November, 1953).

I. Physically handicapped.

- A. Health classes.
- B. Orthopedic classes.
- C. Hospital classes.
- D. May T. Morrison Rehabilitation Center.
- E. Sight-saving classes.
- F. Blind.
- G. Home teaching.
- H. Gough Oral School.
- I. Contact for the Deaf and Hard of Hearing.
- J. Lipreading (Speech reading) classes.
- K. Speech correction classes.

II. Mentally handicapped.

- A. Those with less than 75 on a Binet or approved by supervisor.
- B. Elementary school called or classified "ungraded."
- C. Secondary school called or classified as "atypical."

III. Child Guidance Services.

IV. Court school and classes.

V. Attendance.

VI. Counseling services.

VII. Junior placement.

All of these fields are under the direction of a Coordinator of Child Welfare.

The curriculum for exceptional children in general follows the curriculum for other children. Accordingly this study will not concern itself specifically with curriculum. Individual cases will not be presented. The study will be limited to the following considerations for each field:

- I. Purpose and basic laws.
- II. Special problems and equipment.
 - A. Sunshine--physical therapy, swimming pool.
 - B. McKinley and Gough schools--hearing aids.
 - C. Where transportation is indicated? How much?
- III. Staff.
- IV. Functions.
- V. Method of operation.
- VI. Types of cases and number of children.
- VII. How each is financed?
- VIII. Forms used.
- IX. Referrals.

Data and materials. The data and materials for this study have been collected from three sources:
 (1) California State Department Bulletins, (2) Central

Office of San Francisco Unified School District, and

(3) Interviews with people in the field.

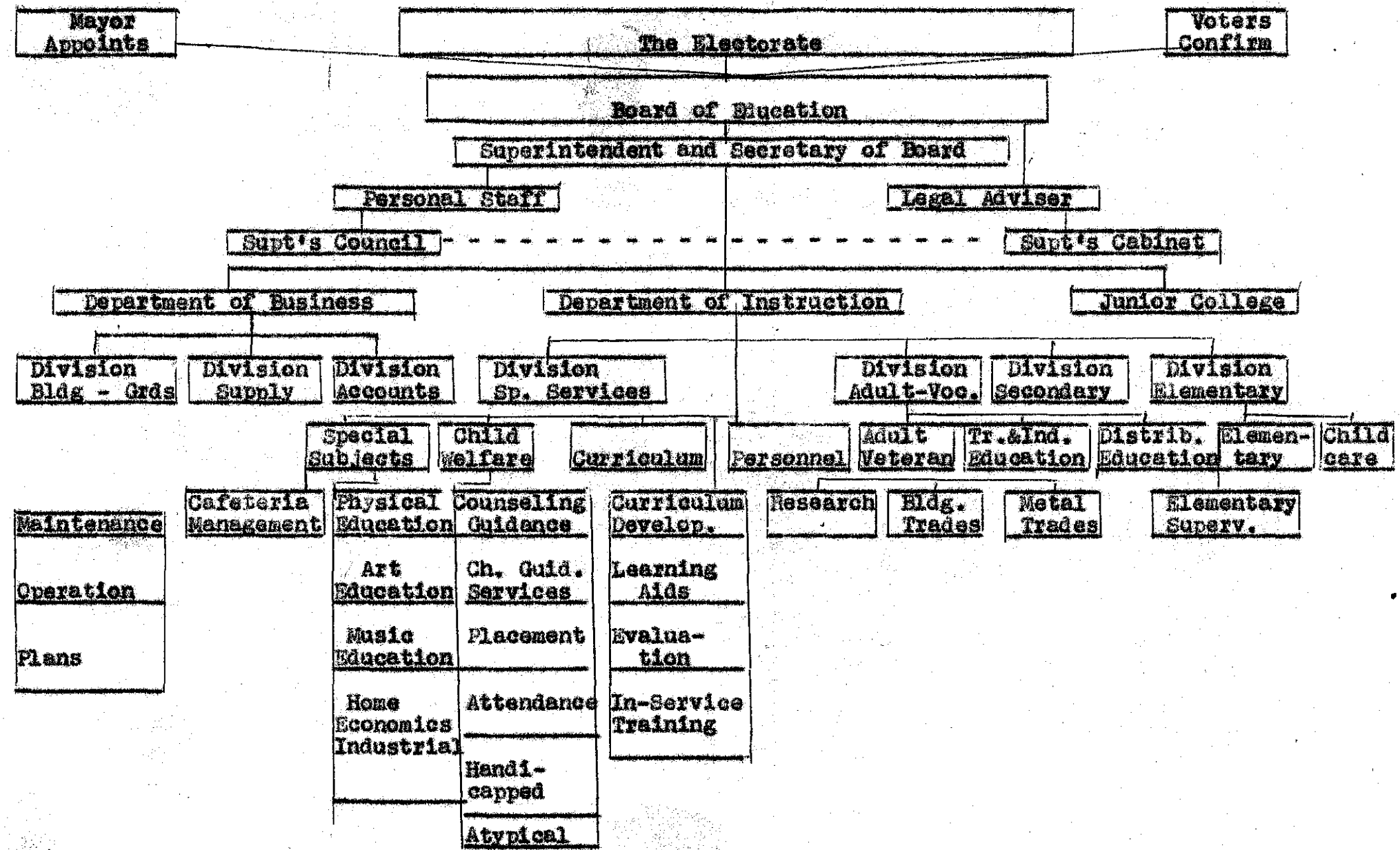
Statutes governing the establishment of the Child Welfare Department for minors and certification of special personnel may be found in the Education Code of California.

From this thesis material would be adaptable for handbook purposes for the use of interested persons and laymen. This thesis endeavors to answer many questions that occur to laymen as well as to professional people. The Coordinator of Child Welfare and his staff have offered to check materials presented herein for accuracy. A discussion with key people in the Child Welfare Department led to many interesting discoveries.



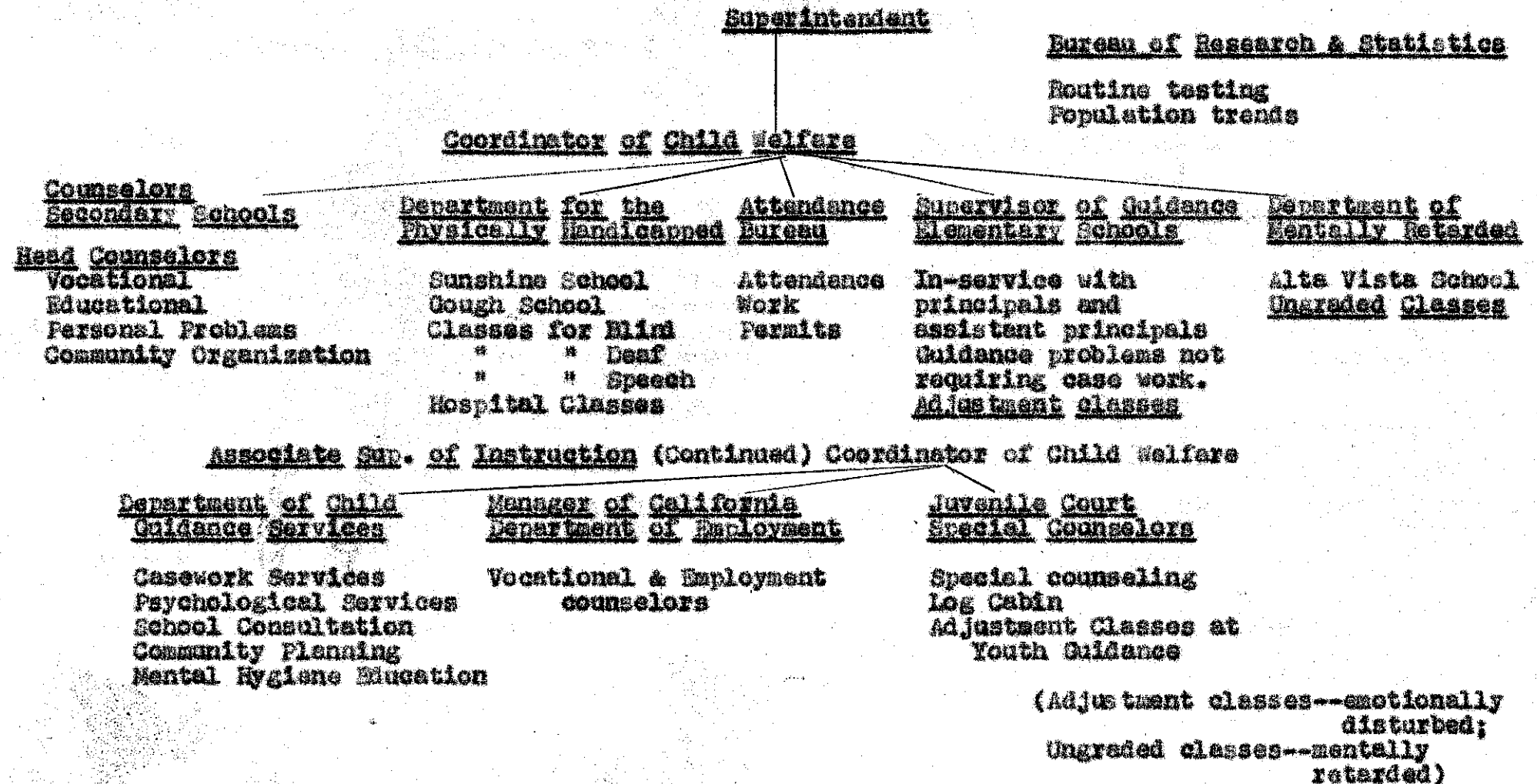
PLATE 1

ADMINISTRATION BUILDING OF THE SAN FRANCISCO
UNIFIED SCHOOL DISTRICT, BUILDING B
OFFICES OF THE CHILD WELFARE
DEPARTMENT, 170 FELL STREET,
UNDERHILL 3-4680



*Authorization for use by Dr. J. C. Parker and Dr. John L. Roberts. Chart prepared by Parker and Roberts.

DEPARTMENT OF CHILD WELFARE--SAN FRANCISCO PUBLIC SCHOOLS



*Chart prepared by Parker and Roberts.
Authorization for its use by Dr. J. C. Parker and
Dr. John Roberts.

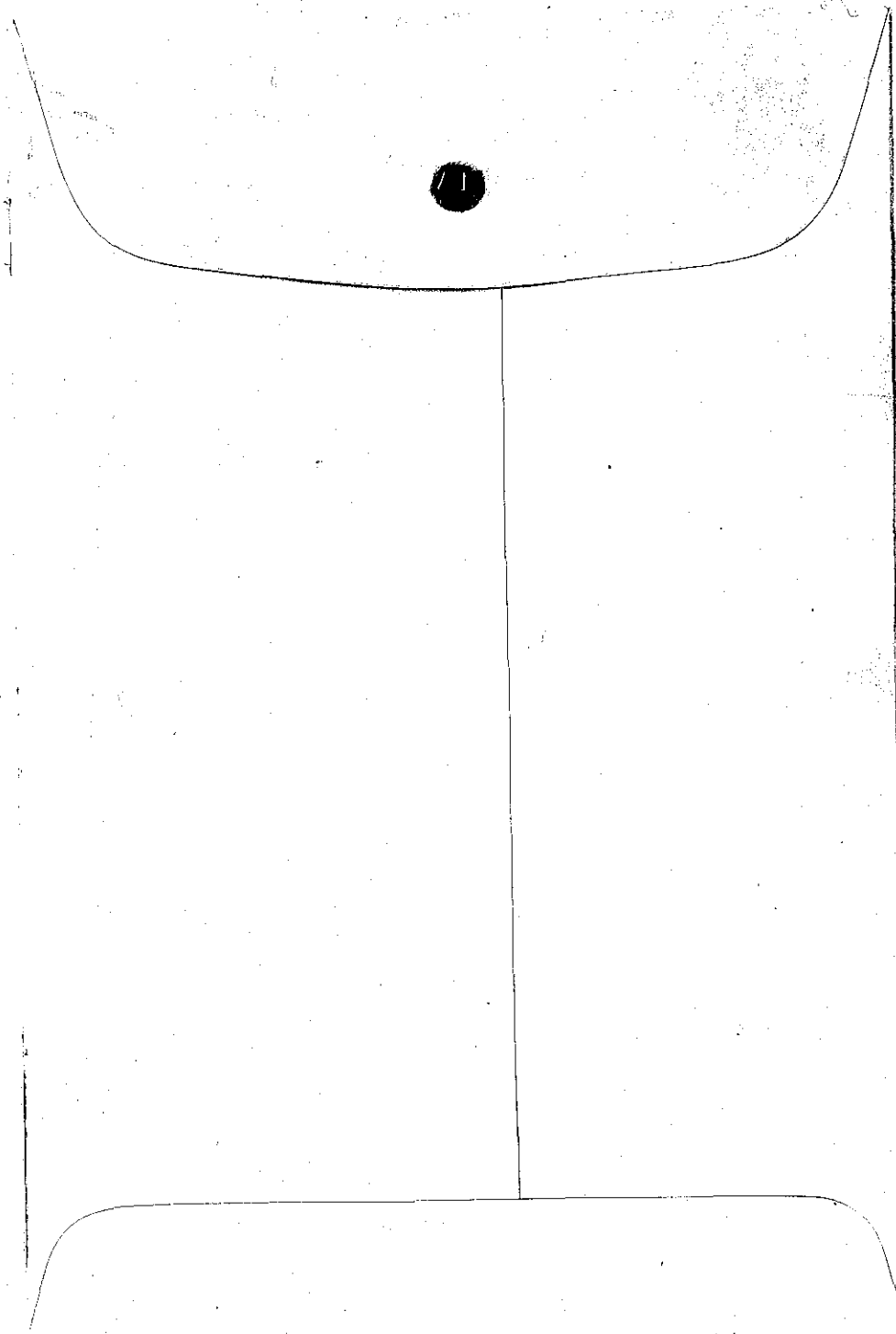
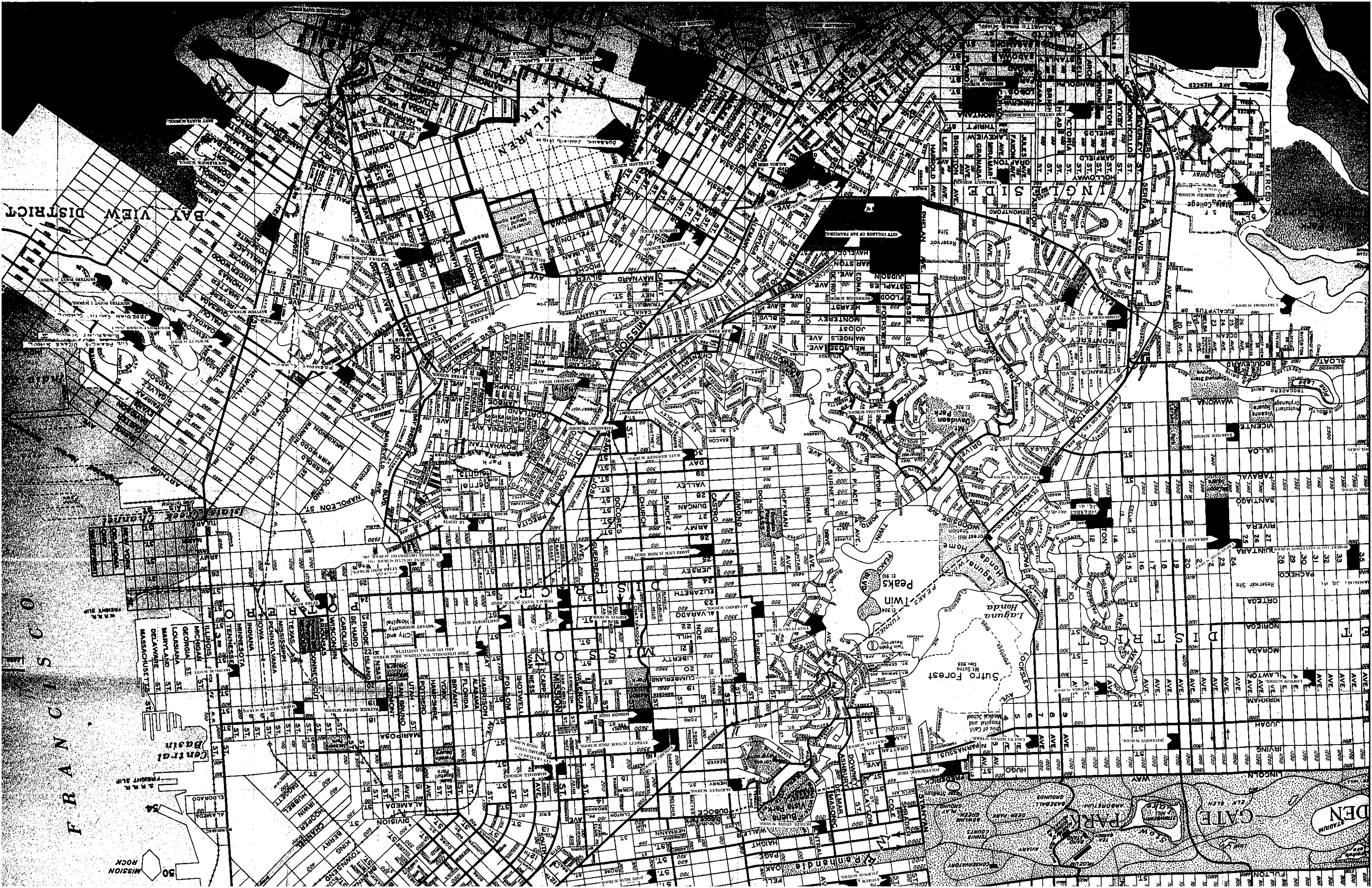


FIGURE 3

MAP OF SAN FRANCISCO SHOWING SCHOOL LOCATIONS



CHAPTER II

THE COORDINATOR

There are many children that need help, service, consideration, and recognition. In years gone by children who showed unfitness in any way were not given the benefit of a diagnosis, but instead, through ignorance of the time, were classified as dunces, idiots, and the like. The obvious cases, such as the congenitally deaf, the blind, the paralyzed, and the feebleminded were considered hopeless. Later these same children were segregated and labeled defectives. Educators who were more humane revolted and started a movement for special classes. Today the aim of special education is to try to equip these handicapped children for normal living.¹

The function of the department is to unify and coordinate all the special welfare services offered by the San Francisco Schools. Formerly the department was known as the Special Education Department and now it has been changed to the Child Welfare Department. Thus this thesis will present part of the coordinator's work.

¹Second Annual Report, San Francisco, 1943, p. 20.

The legal provision for the authorization for the services of the Coordinator for San Francisco Schools will be found in the Administrative Code of San Francisco, Rules 9 and 10, section 9(a), Appendix D, page 165.

The Department of Child Welfare is under the direction of a Coordinator whose function is to unify all services that deal with child welfare.

I. He assumes responsibility for unification in all services of the Department of Child Welfare. He holds weekly staff meetings.²

A. To determine procedure and policies of the various services so that maximum unified effort will result.³

B. To grant exemptions and exclusions and to review the suspension of students; to arrange transfers, exempt, or exclude cases.⁴

C. To consider children whose problems are aggravated or unusual.

1. To provide school placement of difficult cases.

2. To make special programs when necessary.⁵

²San Francisco Unified School District, Bulletin of the Department of Child Welfare.

³Ibid.

⁴Ibid.

⁵Ibid.

II. He organizes a system for guidance of pupils through their entire school career and directs the operation of this system in the school.⁶

He performs the following services:

- A. Coordinates work with all departments.
- B. Serves as director of secondary guidance.
- C. Serves as Administrator of the Bureau of Attendance.
- D. Works on problems of communication.
- E. Serves as Principal of Log Cabin--work is delegated to a Special Counselor.⁷

⁶First Annual Report of Deputy Superintendent of Secondary Schools and the Director of Counseling and Guidance, 1942, p. 10.

⁷Ibid.

CHAPTER III

THE PHYSICALLY HANDICAPPED

A director of the physically handicapped program supervises the educational services and opportunities which are provided for the poor in health, the cripple, the visually handicapped, the deaf, the hard of hearing, those with defective speech, and those who are confined to homes or hospitals. The following pages are a summary of the services and are under the direction of one person who, in turn, is responsible to the Coordinator.

The purpose of the department:

1. To organize classes for the children who despite their physical handicaps have proved that they are able to attend the regular schools.
2. To organize unsegregated classes for children who need remedial treatment.
3. To enforce all laws and rules governing the admission or exclusion of physically handicapped children. Children whose parents are not legal residents of San Francisco may not be admitted to any of the classes for physically handicapped without due contract or other authorization of the superintendent of our

Board of Education.¹

The aims of the department are: (1) to give the physically handicapped the best education he can assimilate, and (2) to help him find his place of service in the world.

The function of the department is to adjust problems in health.

I. HEALTH CLASSES

The health classes are scattered throughout San Francisco for the purpose of educating children who are convalescing from serious operations or illness, asthmatic, cardiac, tubercular contacts, or malnutrition.² There are twenty children in each class.

There are twelve teachers employed to teach the health classes. These teachers hold a regular General Elementary Credential with no special training in this field.

¹Annual Report of the Department of Physically Handicapped, 1953-1954; Education Code, 9601.1, Appendix A, p. 147.

²Education Code, 9604, Appendix A, p. 147.

TABLE I
NUMBER OF CHILDREN ENROLLED IN THE SPRING TERM, 1955^a

Class	Number ^b
Health classes	150
Orthopedic classes	191
Hospital classes	180
Sight Conservation (partially sighted)	75
Blind	18
Home teaching	626
Deaf	40

^aAnnual Report of the Department of Physically Handicapped, 1953-1954.

^bNumbers change every day.

TABLE II
TYPES OF CASES IN THE PHYSICALLY HANDICAPPED DEPARTMENT

Health	Blind	Partially Sighted	Home Teaching	Contact Class*	Hard of Hearing	Deaf School	Gough Orthopedic Class	Speech Correction
Asthma-tics	20/200 and worse	20/70 to 20/200 visual acuity	Any ailment that keeps out of school at least eight weeks	50 decibels or more in better ear, or under-stand language and speak fluently even though the speech is defective	20 decibels or more in better ear. Speech poor.	60 decibels or more in better ear. Poor or no speech.	Poliomyelitis Osteomyelitis Osseous fragilitis T.B. bone cases Arthritis Muscular Dystrophy Cerebral Palsy and Spina bifida Dislocation of hip Club feet Malf. of dev. bone Bone tumor Brain tumor Fractures Broken bones Burns (severe) Accidents	Nervous speech disorders Stuttering Cluttering Nervous hesitation Articulation, delayed speech Infantile speech Lisping Laterals Cleft palate due to poor hearing

*Severely hard of hearing.

The health routine of the health classes is as follows:

1. One and one-half hours of rest daily.
2. Three half pints of milk daily.
3. Chocolate-coated cod liver oil globules.
4. Monthly check on the condition of the children's teeth.
5. Monthly weighing of children.
6. Cleaning of teeth daily.
7. Fifteen hundred calorie hot lunch at the following centers: Sunshine Health School and Hancock Elementary School.

The minimum essentials (arithmetic, reading, social studies, language, and spelling) are stressed.

II. HOSPITAL CLASSES

San Francisco Unified School District has classes in seven hospitals. The objective is to keep them as nearly up to respective grade as possible, and give as much educational help as the children are well enough to receive.³

³ Education Code, 9604, Appendix A, p. 147.

TABLE III

STAFF IN THE PHYSICALLY HANDICAPPED DEPARTMENT

Health	Orthopedic School	Hospital	Home Teaching	Contact School	Partially Sighted	Blind	Deaf	Speech Teachers
12 teachers average enrollment 20	Principal Ass. Prin. 17 Teachers 5 Physio-therapists 2 Occupational therapists 6 Orderlies 1 Part-time teacher (sewing) 1 Part-time Manual Training 1 Part-time Music (Band teacher) 2 Teachers for pre-school classes 1 part-time lipreading teacher	S.F.Hosp. 1 Elem. 2 Sec. U.C.Hosp. 1 Elem. Stanford 1 Elem. Children's 1 Elem. 1 H.S. Shriners 3 Elem. Langley Porter 1 Elem. Hassler Health Home 2 H.S.	39 teachers	1 Elem. 2 Jr.H. 2 Jr.H. 1 Sr.H.	3 Elem. 2 Jr.H. 1 Sr.H.	2	6	15



PLATE 2

CHILDREN'S REST PERIOD

The health regime is maintained for the benefit of the children who need rest, care, and building up physically.

These classes are as follows:

- I. San Francisco Hospital.
 - A. Two elementary teachers.
 - B. One high school teacher.
- II. Shriners Hospital--three elementary teachers.
- III. University of California Hospital--one elementary teacher.
- IV. Langley Porter Hospital⁴--one elementary teacher.
- V. Children's Hospital.
 - A. One elementary teacher.
 - B. One high school teacher.
- VI. Stanford Hospital--one elementary teacher.
- VII. Hassler Health Home⁵--two high school teachers.
- VIII. May T. Morrison Rehabilitation Center⁶--one teacher.

⁴The class at Langley Porter Clinic is made up of children who are so emotionally disturbed that they have been accepted for in-patient treatment. It accepts patients for residence and also maintains an out-patient department.

⁵Hassler Health Home is a sanatorium maintained by the Department of Public Health for active tubercular cases. It is located in the hills of Redwood City.

⁶Education Code, 9651, Appendix A, p. 149.

The children are taught at the bedside or in the classroom, depending on the recommendation of the doctor.

The regular textbooks are used and the children go right on with their work as soon as the doctor allows them to be taught.

The program is very flexible and the children are never forced to cover a definite amount of work in a given time.⁷

III. PARTIALLY-SIGHTED CLASSES

A partially-sighted child is defined as one who cannot read normal print even after correction with glasses.⁸ The range of vision for these children to enter a sight-saving class is 20/70 to 20/200. Therefore, such a child needs special print and individual help.

The teachers who teach these children have a General Elementary Credential plus a Special Secondary Credential for teaching the partially-sighted child.⁹

⁷Serves the orthopedic cases accepted by the center. This is a private agency of the Department of the Board of Education.

⁸Education Code, 9614 and 1662.7, Appendix A, p. 152.

⁹California Administrative Code, Sections 331, 332, and 333, Appendix B, p. 157.

In order to accomplish their purpose, special equipment is needed:

1. Tilted top desks.
2. Books printed in 18 point type (Figure 4).
3. Regular typewriter with keys for the children's use.
4. Bulletin typewriter for the teacher's use.
5. Manila drawing paper for all written work.
6. Special soft pencils.
7. Specially painted rooms.
8. Indirect lighting.

The children meet with the regular grades, for oral recitations, and return to the special room for all reading, writing, and studying. Much of the work is oral or is written on the blackboard. The regular texts are used and the special teacher reads material to the children or types it for them on the bulletin typewriter (Figure 4). The children are taught typing when they enter the fourth grade. They are taught the touch system. By the time the children get to the junior high class they do most of their work on the typewriter.¹⁰

¹⁰Bulletin, Division of Special Services, San Francisco Unified School District, [n.d.].

The Story of San Francisco

San Francisco has a story to tell. A city is more than its hills and valleys. It is more than the buildings that cover them. A city is more than just a name. It is a story of people.

It tells of the ideas and work of everyone who has lived here. When we think of San Francisco, we think of many wonderful sights and sounds. All of them are parts of our San Francisco story! Each day people can write new parts of the story.

FIGURE 4

SAMPLE OF TYPE USED BY THE PATENT OFFICE

It is a class for the preschool children. It was organized in September, 1949, and at present has an enrollment of eight. In September, 1952, a new class for the first to sixth grades was organized. The child's vision must be 20/200 or worse to enroll.

The educational program and objectives are similar to those of any nursery school. However, each child is an individual and much stress is placed on the following social and emotional trends:¹²

1. Self help.
2. Cooperation with others.
3. Sharing with playmates.
4. Learning to be independent.
5. Learning to be self-reliant.

The Vineland Social Maturity Scale is used as a basic test of progress.¹³

¹¹Education Code, 1662.7 and 9609, Appendix pp. 152 and 147.

¹²California Administrative Code, 226 and 227, Appendix B, p. 158.

¹³Bulletin of Division of Special Services, San Francisco Unified School District, 2/24/51.



PLATE 3
READING
BRAILLE

PLATE 4
WRITING ON THE
BRAILLE
TYPEWRITER



FIGURE 5

SAMPLE OF TYPE USED BY THE BLIND STUDENTS

When these children reach the first grade it is the plan to contact the regular grades of the school for some of the activities.

The recreational program for the pre-school blind child is as follows:

1. Music.
2. Rhythm work.
3. Singing.
4. Story telling.
5. Field trips.
6. Rhythm band.

V. HOME TEACHING

This is a special service offered by the San Francisco Unified School District to help children who are home-bound and cannot go to school.¹⁴ No child is eligible for this service unless he is out of school for eight weeks or longer.

In the year 1954-1955 there have been thirty-nine home teachers. Each teacher has ten pupils--five children are taught on Mondays and Thursdays, and five children are taught on Tuesdays and Fridays. The length of the lessons

¹⁴Education Code, 6851.1, Appendix A, p. 148.

are one hour. The grades included are grades one to twelve.

Home teachers are paid on a different basis than other teachers. They are paid by the hour. They receive \$5.30 per hour for the first eight hours per week, and \$4.70 per hour for the subsequent hours per week. They must hold a General Elementary or a General Secondary Credential.

If the teacher drives her car she is allowed eight cents per active mile. If the home teacher uses the public transportation, she is allowed the full fare (fifteen cents) between visits.¹⁵

The home teacher calls at the school in which the child is enrolled. She gets his books, sees his teacher, and finds out how much work the regular teacher plans to cover. The home teacher tries to have the home pupil cover the same amount of work.

¹⁵[n.d.]. Katherine Sutter, Bulletin, Physically Handicapped.



PLATE 5

RECEIVING DIPLOMA BY HOMEBOUND CHILD

VI. HEARING SURVEY

The first screening test is given on the Western Electric Group Phonograph Speech Audiometer.¹⁶ It is a number test. Pupils in grades four, five, six, nine, eleven, children new to San Francisco Schools, and all those suspected of having loss are given group tests. When teachers and nurses are uncertain about the hearing of children in the kindergarten and grades one, two, and three, these boys and girls are given an individual test on a Maico Pure Tone Audiometer at the same time as the group testing of older pupils. After medical advice has been attended to, the education problem arises. The follow-up procedure is as follows:

1. Those children with a little loss in one ear should be placed in the second or third seat from the teacher with the ear having good hearing towards the class, the back towards the light and the light on the teacher's face.
2. If the child has a slight loss in both ears it is better to place this child in the center of the class so that it can understand not

¹⁶Education Code, 16482 and 16482.1, Appendix A, p. 151.

only the teacher but the pupils through lip-reading (speech reading) and speech.

3. Generally boys and girls with losses of from 20 to 25 decibels are advised to take lip-reading (speech reading). However, it is possible for one to have a loss and still be advised to take lipreading because of the kind of loss found by the otologist.
4. Pupils with losses of 25 to 60 decibels are recommended for special contact classes and are usually fitted with hearing aids.
5. Those boys and girls with greater than 60 decibels and without speech are advised to enter a class for the deaf at the Gough School. It has been found that very often when the speech is corrected, those pupils can be returned to the regular classes and are able to do good work using their hearing aids.

VII. HEARING CONSERVATION PROGRAM

The hearing conservation program is a cooperative project between the Education Department and the Department of Public Health. The group audiometer test is

given to all children from grade four through grade twelve, and is done on a rotating basis, approximately once every two years. One-third of the schools are tested each year.

General procedure:

- I. Group phonograph speech audiometer tests are given.¹⁷
- II. Retests are done with the same instrument for those children who fail the first group test.
- III. Pupils who fail both tests are referred for pure-tone test.
- IV. Individual pure-tone tests for all pupils below the second and third grades who are referred by classroom teachers. If child's loss is great enough the child is then sent for
 - A. Doctor's examination.
 - B. School placement according to medical and educational recommendations.

The phonograph audiometer uses a record as on the phonograph. This record gives spoken numbers of changing intensities over a range of 33 decibels. The acuity of hearing is measured according to the lowest intensity at which the numbers are heard.

¹⁷Education Code, 17252, Appendix A, p. 150.

The pure-tone audiometer gives separate frequencies from 128 to 11,000 cycles. The speech range is from about 300 to 3,000 cycles, but the losses above that range are helpful to the otologists in making their diagnosis.

VIII. GOUGH DEAF SCHOOL

Although the California School for the Deaf is in Berkeley and is convenient for the children of San Francisco to attend, the School Board of San Francisco voted to have its own school for those children whose parents preferred such an arrangement. This was called the Gough School for the Deaf. The California School for the Deaf uses the combined method (lipreading and sign language) of teaching the deaf. The Gough School confines itself to the oral method (lipreading and speech).

There are six teachers on the staff. They are duly accredited, holding a special credential for teaching the deaf.

Under the state law¹⁸ deaf children are allowed to enroll at the age of three years.¹⁹ The pupils of Gough

¹⁸Education Code, 17351 and 9609, Appendix A, p. 149 and p. 147.

¹⁹California Administrative Code, 891, Appendix B, p. 159.



PLATE 6

GOUGH ELEMENTARY SCHOOL

School remain until they complete the sixth grade. When they enter the seventh grade they are assigned to a special class in a regular junior high school. Upon graduation from junior high school the deaf students enroll in San Francisco high schools in the regular classes.

The types of children admitted into the Gough School are:

1. Children who have no serviceable hearing, as ascertained by a pure-tone audiometer test, followed by a doctor's examination.
2. Children who have a loss of sixty decibels or more and are considered deaf for educational purposes. They comprise the largest group.
3. Children who have some hearing and have very poor speech, such children find enrollment in this kind of school exceedingly helpful. Children who were classified as deaf, and whose hearing has improved with auditory training are able to be transferred to the hard of hearing classes.

The deaf, because of the language handicap, present a very difficult educational problem. The teachers are specially trained and are qualified to deal with problems of the deaf. The children are taught individually. The

classes are small (six to eight) so that this procedure is possible.²⁰

Acoustic training is given daily through the oral method. A group hearing aid is used for voice inflection and rhythm of speech. All classes are now equipped with modern group hearing aids and facilities for aural learning.

IX. CONTACT CLASSES FOR THE DEAF AND HARD OF HEARING

This class is for the children between the Gough and those who remain in their regular school. The boys and girls who are enrolled in this class are children that cannot adjust readily to a school environment. In this class they learn how to adjust and get along with others. The class is set up like a homeroom with a special certificated teacher in charge. Here the children receive individual help in subjects and speech reading. The children spend part of their day in a regular classroom or grade for as much as they are able to do. In the regular grades these children have front seats and the teachers stand near them when work is dictated or new lessons are explained.

²⁰Education Code, 1725.1, Appendix A, p. 149.

AUDIOGRAM OF _____ AGE _____ DATE _____ 19____ NO. _____

ADDRESS _____

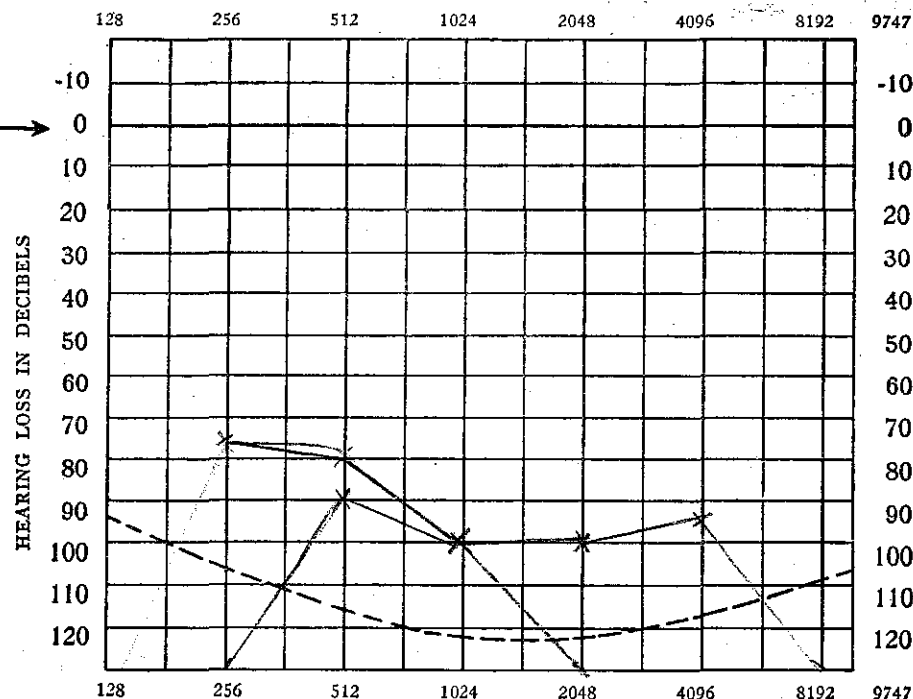
AVERAGE NORMAL HEARING
AGES 18 TO 23
SEE INSTRUCTION BULLETIN FOR NATURAL
LOSS OF HEARING WITH AGE

REMARKS:

RY
LX

RECORDER: _____

FOR USE WITH WESTERN ELECTRIC 6 TYPE AUDIOMETERS



AIR CONDUCTION: RIGHT O

BONE CONDUCTION: RIGHT] 80%

LEFT X

LEFT [77.2%

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FIGURE 6

SAMPLE AUDIOGRAM FOR THE DEAF

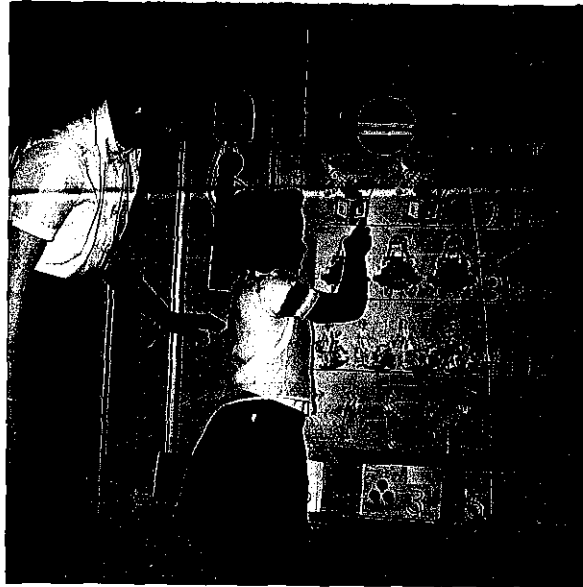


PLATE 7

TEACHING READING TO THE DEAF--ELEMENTARY

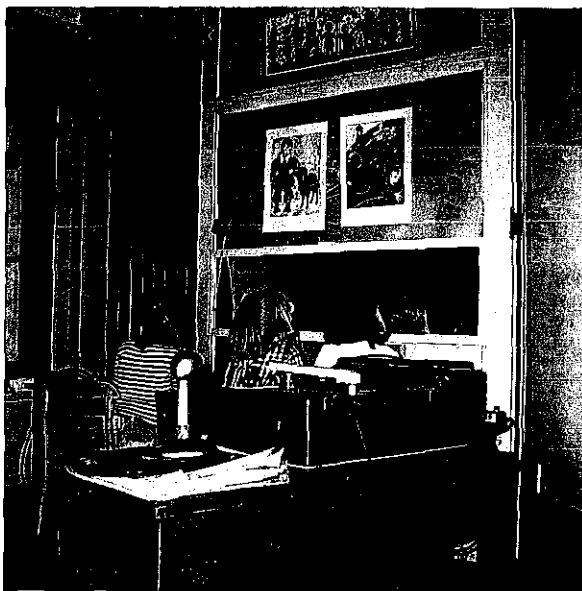


PLATE 8
AUDITORY TRAINING



PLATE 9
A SPEECH LESSON

There are three such classes--one in the elementary school and the others in the junior high schools.

These children have a hearing loss of fifty decibels or more in the better ear. However, they understand language and speak fluently even though the speech is defective. The contact at the junior high school has the hard of hearing children as described above and the deaf children who have graduated from the Cough school.

The classroom or homeroom is equipped with a group hearing aid. The children get a daily lesson on the group aid. Most of the children in these special classes have individual hearing aids. These children also receive a daily lesson in speechreading, speech correction, and acoustic training.²¹

X. LIPREADING OR SPEECH READING CLASSES

While lipreading for the deaf child²² was instituted in the schools for the deaf in 1823 (lipreading and speech were given in addition to finger spelling and

²¹Education Code, 17251, Appendix A, p. 149.

²²California Administrative Code, 311, 312, and 313, Appendix B, p. 159.

AUDIOGRAM OF _____ AGE _____ DATE _____ 19____ No. _____

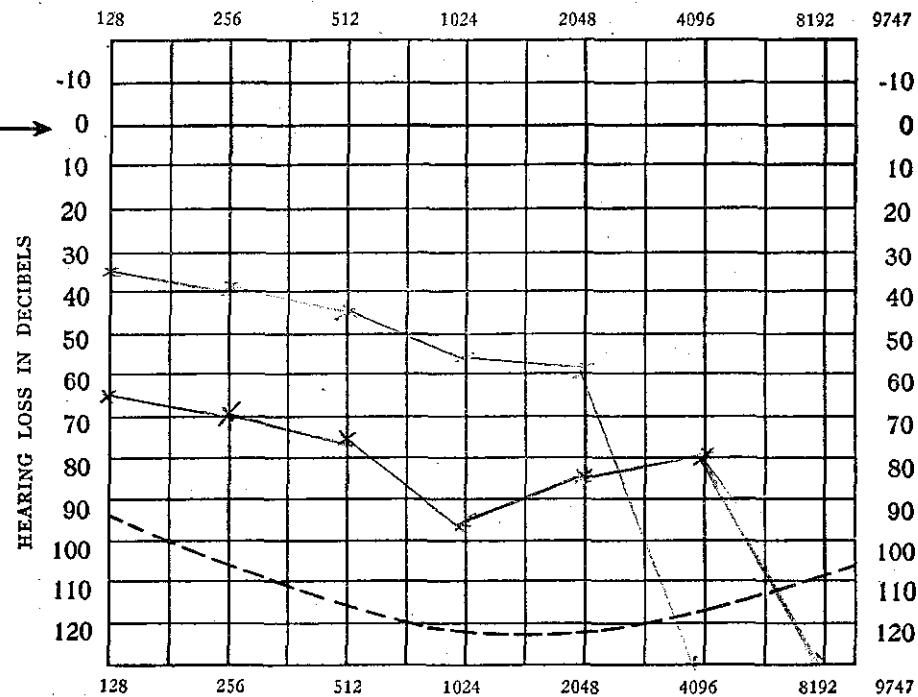
ADDRESS _____

AVERAGE NORMAL HEARING. →
 AGES 18 TO 23
 SEE INSTRUCTION BULLETIN FOR NATURAL
 LOSS OF HEARING WITH AGE

REMARKS:

RECORDER: _____

FOR USE WITH WESTERN ELECTRIC 6 TYPE AUDIOMETERS



FREQUENCY IN CYCLES PER SECOND
 AIR CONDUCTION: RIGHT O LEFT X
 BONE CONDUCTION: RIGHT J LEFT I
 42.6% 68.7%
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FIGURE 7
 SAMPLE AUDIOGRAM FOR THE HARD OF HEARING



PLATE 10

"IDEAL" AUDITORY TRAINING UNIT

sign language in the School for the Deaf in Hartford, Connecticut), it was not used as a special method for the hard of hearing children until 1925. Up to this time all boys and girls who could not get along in the public school were sent to the school for the deaf. The results were appalling because of the difference between the deaf who have no language to start with and the hard of hearing who have some language.

Nothing was done especially for the hard of hearing until 1925. This program was started by Mrs. Anna Morris of the American Hearing Society, which has an office in Washington, D.C.

The education of the hard of hearing today is a separate program in all the schools. It is recognized that a child with language, good or bad, should be educated separately from the deaf. This is an entirely different method from the one used for the deaf who started with no language.

The teachers of lipreading for the hard of hearing child must be well trained and qualified. They now hold a special credential for teaching lipreading (speech reading) and must also hold either a General Elementary or a General Secondary Credential.²³

²³California Administrative Code, 311, Appendix B, p. 159.

San Francisco classes for the hard of hearing are taught by three full-time teachers. The length of the lesson is thirty to fifty minutes. The pupils remain in their respective schools and classes and are taught speech reading (lipreading) as an exact subject by teachers who rotate or travel from school to school. The children are in grades one to twelve, respectively. One lesson a week is taught in most schools, and two lessons in schools where there are severe cases. A child may be admitted to lipreading class if he has a loss of twenty decibels.

The pupil enrollment for the spring, 1955, was 415.

The lessons are strictly for speech reading (lipreading). However, it is considered necessary and good to write lessons on subjects being taught in the classrooms. This leads to holding interest of the pupils and imparting knowledge. However, there is a difference of opinion as to when a child should have lipreading. It is generally conceded that there are other factors to be considered rather than a mere rule of loss of so many decibels. There may be a slight loss, coupled with poor work habits and wrong attitudes that would make the idea of lipreading excellent. Lipreading for the hard of

hearing child never does any harm and may lead to success.

A combination of the following methods are used:
(1) Müller Walle, (2) Nitchie, (3) Jena, (4) Topic method, and (5) Kinsey method.

XI. SPEECH CORRECTION

Speech correction classes were started in San Francisco in the year 1916 and were offered under Special Education.²⁴ In 1947, the superintendent felt that the Speech Department should be placed under the Child Welfare Department with all the other special services, and so it has remained that way until today. Over the years the enrollment has been as large as it is today.

There are fifteen full-time teachers and two part-time teachers. They only serve the San Francisco Unified School District. (See Table II, page 17, for types of cases.) There are 1,056 nervous speech cases and 3,025 articulation cases.

The teachers serve three schools per day. The elementary schools have two lessons per week. The junior and senior high schools have one lesson a week. All speech

²⁴Education Code, 9602, Appendix A, p. 147; and California Administrative Code, 356, Appendix B, p. 160.

AUDIOGRAM OF

AGE _____ DATE _____ 19 ____ NO. _____

ADDRESS _____

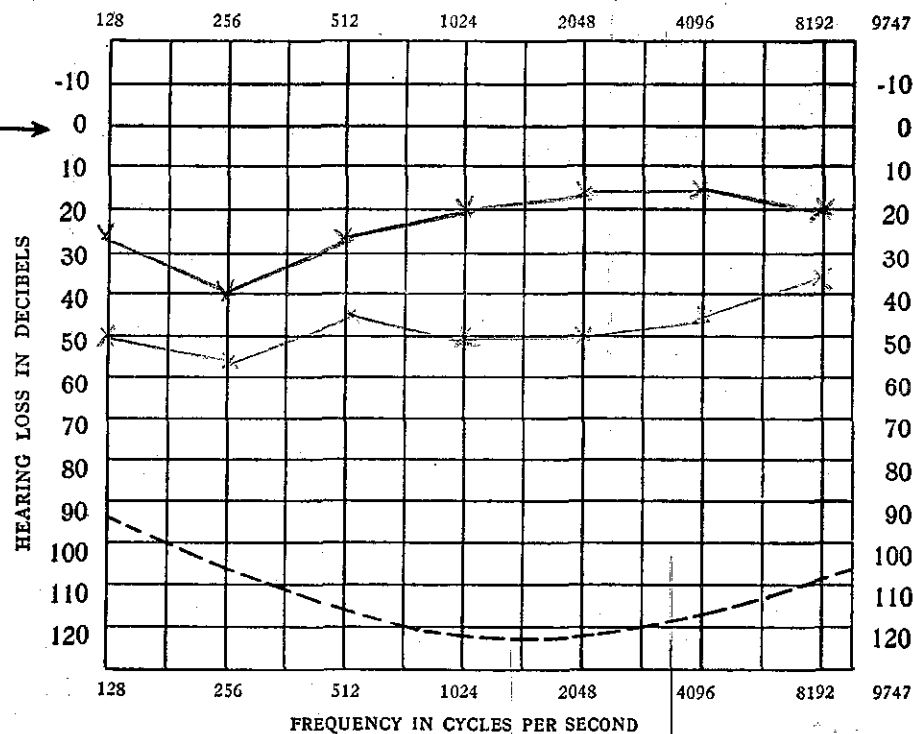
AVERAGE NORMAL HEARING
AGES 18 TO 23
SEE INSTRUCTION BULLETIN FOR NATURAL
LOSS OF HEARING WITH AGE

REMARKS:

Conductive loss
Cleft palate

RECORDER: _____

FOR USE WITH WESTERN ELECTRIC 6 TYPE AUDIOMETERS



AIR CONDUCTION: RIGHT O 38% LEFT X 16%
BONE CONDUCTION: RIGHT]

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FIGURE 8
AUDIOGRAM FOR THE HARD OF HEARING

AUDIOGRAM OF

AGE _____ DATE _____ 19____ NO. _____

ADDRESS _____

AVERAGE NORMAL HEARING
AGES 18 TO 23

SEE INSTRUCTION BULLETIN FOR NATURAL
LOSS OF HEARING WITH AGE

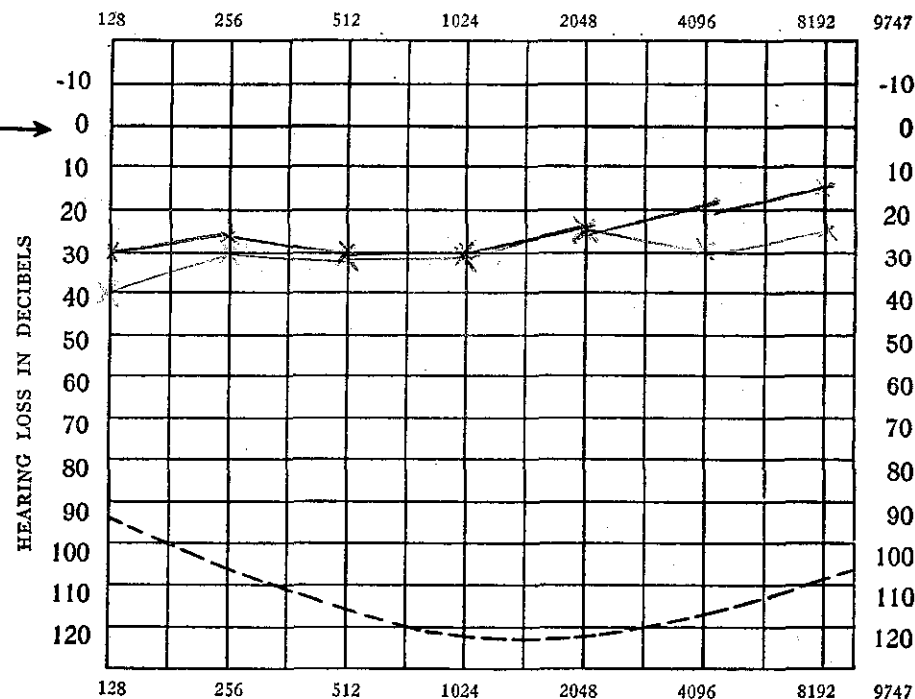
REMARKS:

RX
LX

Conduction loss

RECORDER: _____

FOR USE WITH WESTERN ELECTRIC 6 TYPE AUDIOMETERS



FREQUENCY IN CYCLES PER SECOND
AIR CONDUCTION: RIGHT O 22.6% LEFT X 22.6%
BONE CONDUCTION: RIGHT] LEFT [

PRINTED IN U.S.A. COPYRIGHT 1936 BY W. E. CO., INC. FORM KS7855

FIGURE 9
AUDIOGRAM FOR THE HARD OF HEARING

cases are taught in groups with the exception of the cleft palate cases, which are taught individually. All the teachers hold special credentials for speech correction plus a General Elementary or General Secondary Credential.

XII. ORTHOPEDIC CLASSES

The Sunshine School is a school set apart for the orthopedically handicapped children, and was built for the specific purpose of housing these children.²⁵ It is located in the sunniest part of San Francisco. The upper floor is designed to meet the problems of the children with impaired health. As of June, 1955, these health classes will be discontinued. It is equipped with special glass in the roof to permit indoor sunbathing. All the rooms on the lower floor open through French doors into a central court. This floor is especially designed for crippled children. The children in wheel chairs can be moved quickly inside and building and to the outside. Special equipment includes a modern swimming pool, which is used for pool treatment (Plate 14, page 55).

Among the crippled children enrolled at Sunshine School are some sixty children suffering from cerebral

²⁵Education Code, 9609 and 9607.2, Appendix A, p. 147 and p. 150.

palsy. These children may be entered at Sunshine at the age of three years. They remain in the special pre-school class until they are five to nine years of age and from then on continue in the regular school.

The staff is adequate, but like any other phase of education, could use more personnel as shown by Table III, page 19 for personnel, and Table II, page 17 for the types of children found in the Sunshine School.

The children have a regular routine which they follow. They have a forty minute rest period every day. In the morning they are served crackers and milk. The children are weighed every month. The minimum essentials (reading, arithmetic, social studies, language, and spelling) are stressed. For recreation they have:

1. Music appreciation.
2. Glee club (Plates 24 and 25, pages 61 and 62).
3. Safety club.
4. Traffic club.
5. Boys' Scout Troop (Plate 26, page 62).
6. Girls' Scout Troop.
7. Manual Training (Plate 27, page 63).
8. Sewing.
9. Band (Plate 23, page 61).

The school is equipped with:

1. Walkers.
2. Standing tables.
3. Walking planks.
4. Saw-horse crutches.
5. Reciprocal skis.
6. Stall bars.
7. Stairways (Plate 17, page 58).
8. Stretching machine.
9. Orthopedic desks.²⁶

²⁶Bulletin, Division of Special Services, San Francisco Unified School District.



PLATE 11

TAXICABS ARRIVE AT SUNSHINE SCHOOL

The children are brought to and from the school in taxicabs at the expense of the Board of Education.*

*California Administrative Code, 1320 and 1321, Appendix B, p. 156; Education Code, 9607.2, Appendix A, p. 150.

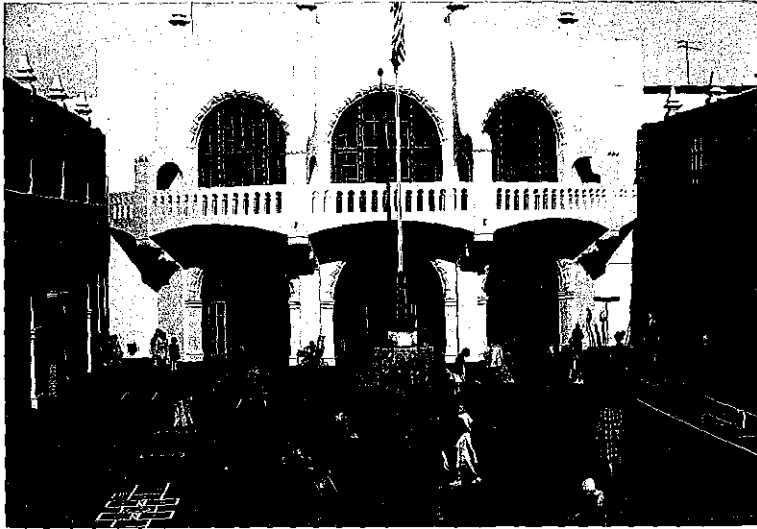


PLATE 12
RECESS ACTIVITIES



PLATE 13
PHYSICAL THERAPY

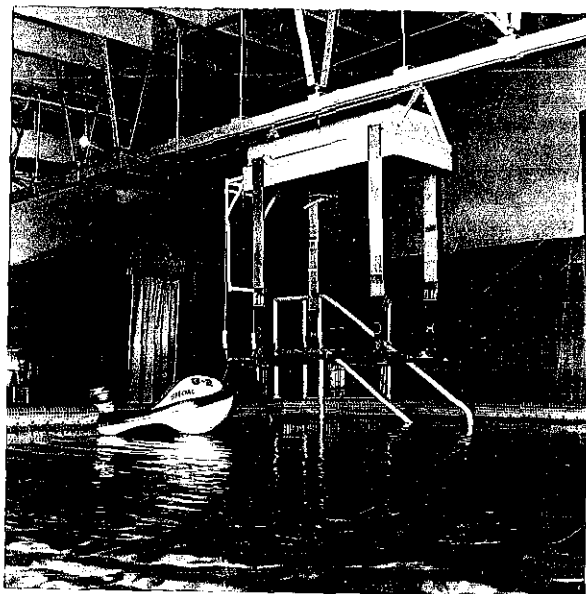


PLATE 14

SWIMMING POOL

The children receive table or pool treatment upon written recommendation of a physician.



PLATE 15
LEG TREATMENT



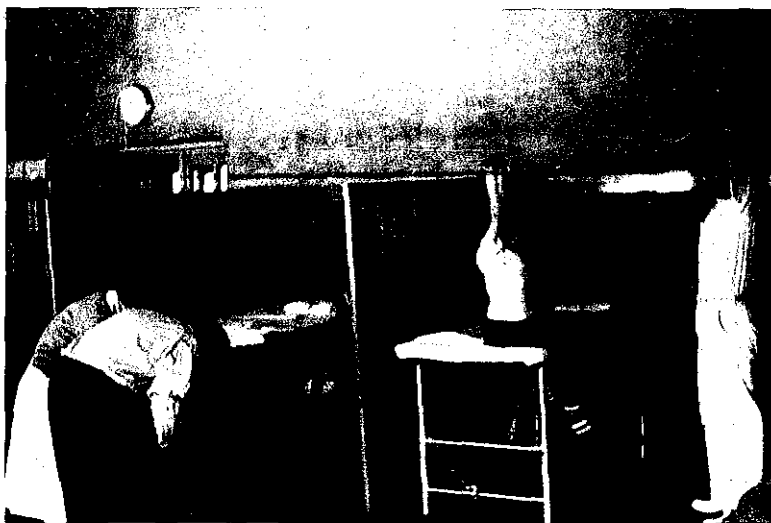


PLATE 16
STRETCHING EXERCISE



PLATE 17
WALKING UPSTAIRS

PLATE 18
PRACTICING
WALKING





PLATE 19
OCCUPATIONAL THERAPY



PLATE 20
WEAVING: TO DEVELOP
SHOULDER MUSCLE



PLATE 21
USE OF TYPE-
WRITER

PLATE 22
USING AN IBM
MACHINE





PLATE 23

ORCHESTRA



PLATE 24

GLEE CLUB



PLATE 25
GLEE CLUB



PLATE 26
BOY SCOUT TROOP

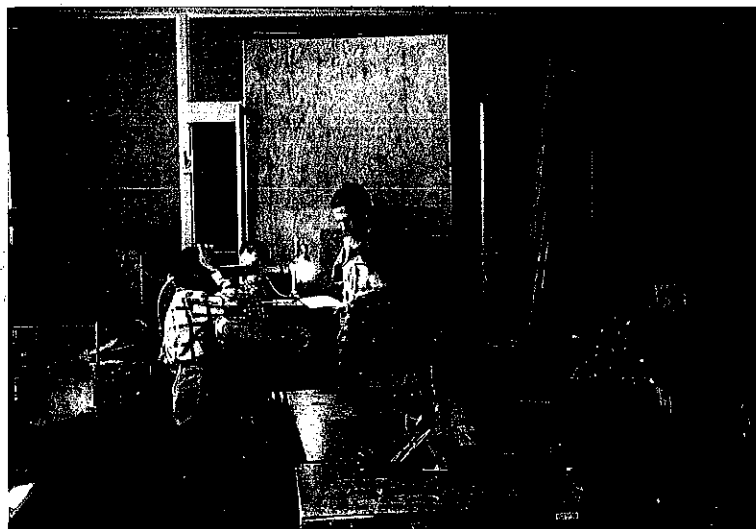


PLATE 27

WORKSHOP

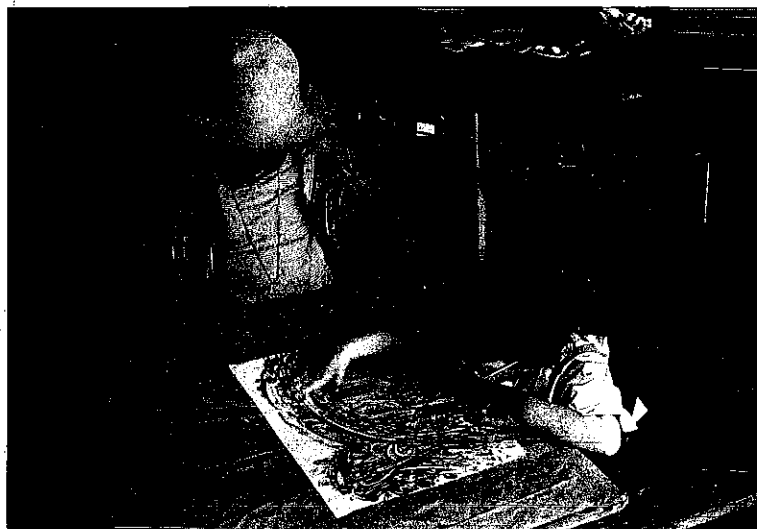


PLATE 28

FINGERPAINTING--PRIMARY CHILDREN

XIII. EVALUATION OF THE PROGRAM

It is the policy in San Francisco to avoid the segregation of the handicapped. There are only two special schools for the physically handicapped children. All other classes are located in regular schools.

The evaluation of the program for the physically handicapped can be measured by practice results in terms of the child's physical, mental, and emotional development. To recognize individual differences also, the educational purposes underlying the whole program are the same for all, namely:

1. To give the child an education so adapted to his handicap that the child can become economically independent.
2. To teach the child to accept his handicap and to adjust himself emotionally to the complex society in which the child lives.
3. To teach the child to get along with people so that he may have a chance for the fullest life of which he is capable.

There is no single answer to the problem, but the influence of the school is not enough. There must be some sort of teamwork with the handicapped children.

As a result the department extends services to include the following:

- I. Regularly scheduled parent-teacher conferences.
- II. Evening P.T.A. meetings so that the fathers may be included.
- III. Parents of the pre-school children take turns in coming to school and in helping the teacher. In this way the school helps the parent to learn "on the job."
- IV. In cases of emotional disturbances the school uses the following agencies:
 - A. Child Guidance Services of the School Department.
 - B. Mental Hygiene Department of the Department of Public Health.
 - C. Guidance Services of the following hospital clinics.
 1. University of California Hospital.
 2. Langley Porter Clinic.
 3. Mount Zion Hospital.
 4. Stanford Hospital.
 5. Children's Hospital.
- V. In-service training courses for special teachers. This is important for the

handicapped children because teachers with special skills and abilities can do justice toward the child. The in-service program presents an opportunity to:

- A. Improve instruction.
- B. Develop a consistent policy for the program.
- C. Orient teachers to the needs of all special types.
- D. Satisfy the teachers for service.

XIV. STATE REHABILITATION BUREAU

This bureau is a part of the State Department of Education. When the physically handicapped children become eighteen years old, or when they graduate from school, they are referred to the State Rehabilitation Bureau for vocational training and job placement. There is no charge for this service, which includes:

1. Interest inventory test.
2. Mental test.
3. Aptitude tests.
4. Personality tests.
5. Emotional stability tests.
6. Occupational battery of tests on demands of the job.

7. Physical examination.
8. Psychiatric help, if needed.
9. Vocational placement.
10. Follow-up service for two years, at which time
the case is closed.

CHAPTER IV

ATYPICAL CLASS (MENTALLY HANDICAPPED)

The purpose of the Atypical Department is to teach children who are not profiting from regular school due to lack of mental ability; to help the pupil make a social adjustment; to train the pupil morally, socially, industrially, and academically, so that he may know better how to live and to take his place in society; to be less of a social and economic burden to society than he would have been without individual and group training received in public schools.

The Atypical Department is under the direction of the Supervisor of Atypical Classes. This supervisor is also a school psychologist and reviews each case before making placement in the appropriate class.

The Atypical Department cares for two classes of mentally retarded children, who are known as "Point One" and "Point Two."¹ Those in "Point One" are considered educable cases and are found in elementary, junior high, and senior high schools. Those known as "Point Two"

¹Education Code, 9801.1 and 9801.2, Appendix A, p. 150.

are severely mentally retarded children who are trainable, but not educable in the ordinary sense in a special school. These children attend the Louise M. Lombard School, which is set aside for that purpose.

There is a planned program for both classes of mentally retarded children. Those in "Point One" are under a teacher holding a General Credential to teach such children. Each school may have one or more classes.

Elementary school. The children are taught academically at their own level and speed. They are given special training to improve coordination and special stress is placed upon training for acceptance and for individual happiness. They remain in the elementary school:

1. Until they have reached thirteen years and six months of age.
2. If they have an Intelligence Quotient (IQ) of less than eighty, as indicated by an individual Stanford Binet given under the direction of the Department of Research.
3. If the principal and teacher agree that the child concerned will profit by such instruction to a greater degree than in a normal class. The class is limited to fifteen.

Junior high school. At approximately the age of thirteen the children move to junior high school. They are then enrolled in normal classes for homeroom, physical education, and one or two electives. Special teachers act as counselors and handle all academic subjects at the pupils' level and rate. Classes are limited to not more than eighteen pupils and stress group processes. Better adjustment is fostered by grouping children at achievement level. These pupils remain in junior high school until they are sixteen years of age or have been in junior high school three years. Exceptions must be approved by the Child Welfare Department.

Senior high school. When they have completed junior high school they move into senior high school, where they are again under the care of special certificated teachers for counseling, and three or more periods in a special class. In senior high school, stress is placed upon the pupil's role in society, his understanding of work, and his place in the world and in assisting him to begin preparation for work and family life.

If counselor, parent, and pupil at this time feel that a special program given at Continuation or John O'Connell Trade School (not always a solution) would meet his needs more adequately, the student is then recommended

for transfer. Pupils who can profit by parts of the senior high program will be permitted to participate to a degree possible without regard to specific graduation requirements, and may select, with the approval of the counselor, such general educational courses as would fit his needs or abilities.

The education of the severely mentally retarded, or "Point Two,"² is planned as a training program, which gives them a chance to develop and grow socially,

mentally, and emotionally. Every effort is made to teach these children to play together, to share games, toys, and help other children acquire these skills.

There is a planned program for training in self care of Point Two:

- I. Putting on coats properly.
- II. Buttoning and using zippers.
- III. Lacing and tying shoes.
- IV. Washing hands and face.
- V. Combing hair.
- VI. Training them to care for:
 - A. Games.
 - B. Toys after use.

²Education Code, 196-199.5, Appendix A, pp. 152-54.

C. Desks and classrooms.

D. Personal belongings.

VII. Assistance at home:

A. Sweeping the floor.

B. Washing the dishes.

C. Setting the table.

D. Making the bed.

E. Simple cooking.

F. Sewing.

G. Gardening.

H. Using common tools.

As the coordination is often poor with these children, games, musical activities, such as dancing and crafts, are stressed. Activities and walking up and downstairs, are taught.

Word recognition and number work are taught primarily for use. Stress is placed upon the recognition of certain words, such as: "Stop," "Go," "Wait," "Men," "Women," and "Exit," and on the names and relative values of coins and currency. Particular attention is given to training the child to be like others so that he may fit his home and community as well as possible, with full recognition of his limitations.

The State of California appropriates \$350.00 for transportation. This amount covers the complete cost. The children come to school in taxicabs.

Their referrals are made in the following manner:

- I. School failures.
- II. Individual mental test returns--75 IQ or under.
- III. Review of case by supervisor and school psychologist.
- IV. Parent conference and consent.
- V. Others:
 - A. Child Guidance Clinic.
 - B. Social Service Agencies.
 - C. Directly by parents.
 - D. Probation officers.
 - E. Department of mental hygiene.
 - F. Individual psychiatrist physicians.
- VI. After referral selection of class best suited to child's particular needs.
- VII. Placement.

Special funds for instructional supplies for adjustment classes are included in school budgets. These funds will be used for supplies for these adjustment classes.

In order to draw excess cost appropriation from the state, it is necessary that attendance in adjustment

classes be reported as follows: (1) Two periods of adjustment--one-half day; (2) three periods of adjustment --three-quarters of a day; (3) four periods of adjustment --one day. Not more than one full day may be reported for each individual.

CHAPTER V

CHILD GUIDANCE SERVICES

The Child Guidance Service replaced the Diagnostic. In 1941 a 'juvenile crime' was given wide publicity by the newspapers of San Francisco, and demands were made that the Board of Education do something about it. A committee composed of Dr. Alvin Eulich of Stanford, Dr. Benjamin Mallory of the University of California and Mr. Edgar Rowe, a local attorney, was asked to survey the guidance service of the schools. This committee studied and recommended a thorough revision of the guidance services. The report was adopted in full, and almost all of the recommendations have been carried out. Among these were the abolition of the Diagnostic School and the establishment of two Child Guidance Clinics.¹

The purposes of the Child Guidance Clinics are:

1. To diagnose difficulties of pupils with special problems.
2. To recommend courses of action regarding individual pupils to school, parents, and social agencies.
3. To assist teachers, counselors, and administrators in carrying out these recommendations.²

The clinics were set up in the Fall of 1941 in two schools of the city with a staff of four social workers in each clinic and with one psychologist serving both staffs. In 1943 the clinics were combined as the Child Guidance Services, and a full-time psychiatrist was employed as director. With the resignation of the psychiatrist in 1944 the administration of the service was assumed by the supervisor of the services.³

¹John L. Robert, "Factors Associated with Truancy" (unpublished Doctor's dissertation, 1954), University of California.

²Report of Survey Committee on Counseling and Guidance, pp. 11-12.

³Robert, loc. cit.

The functions of the Child Guidance Services are as follows:

I. To help promote a healthy emotional climate throughout the school.

A. Make scheduled visits.

B. Go to schools on call.

1. Talk with principal, counselor, and teachers about the problems of specific children or the general problems which arise in a school.

2. Support school by:

a) Helping them to understand some of the underlying causes of the disturbing behavior.

b) When the cases show improvement, reassure the teachers that efforts are not futile.

c) Help school to see that suspension or exclusion may be the only course left.

C. Members of the staff are ready to talk to groups of teachers or parents on request.

II. To provide case work when these children are with problems.

A. Consultation.

- B. Referral is made to follow up case.
- C. A short study is made--interviews are held.
- D. Long-term treatment.
- E. A small number of referrals from the Child Welfare Staff of the schools in which the parents are given the choice of accepting treatment or being cited to the Juvenile Court.

Any child whose behavior deviates from the normal to such a degree as to cause concern either to himself, his parents, or his teachers should be considered for a referral. From year to year, the problems which show up with the greatest frequency are anti-social behavior of an aggressive nature, symptoms of internal personality stress, such as shyness, peculiar mannerisms, learning problems, and poor school attendance.

The Child Guidance Service has a supervisor in charge who acts in an administrative capacity; nine psychiatric workers, and three school psychologists. There are twelve hours of psychiatric consultation per week, which is done by three psychiatrists and one clinical psychologist. In addition, a team of one social worker and one psychologist is working on special remedial projects in three schools--one elementary, one junior

high school, and one senior high school.

The method of operation is as follows:

1. Each staff member is assigned a group of schools for whom he is consultant.
2. In addition, each staff member carries a case load of parents and children who are seen in case work interviews and for psychological testing.
3. Cases which are seen in direct service are staffed regularly with one of the psychiatric consultants. School personnel are invited to such conferences. In any event the school's concern about a child is always considered along with the concern of parent and child.

Steps on procedure after referral when behavior of child is dangerous to self and others:

1. The teacher discusses problem with principal.
2. The principal discusses problem with parent.
3. Conference (parent, teacher, and principal)--
parents are referred to Child Guidance Service. If parent refuses help the child may be suspended from school for thirty days until behavior improves. Sometimes such steps may

show the gravity and necessity for improvement of situation to parents and thus enlist their help.

4. Intake interview--senior social worker sees parents at time of first application for help.
5. Evaluation--out of this comes a selection of cases which are accepted for a period of evaluation which includes testing of child and interviews with parents. Other cases are referred at end of intake to other community agencies.

At the end of the evaluation period, case is staffed with a psychiatrist and another decision made, either to continue at the Child Guidance Service--individual or group, for continued work--or to discontinue case work help.

School personnel are consulted throughout the period when families are being seen at the Child Guidance Service. Cases may be followed in consultation after direct service stops.

In 1953-1954 there were 1151 cases worked on, 355 previous cases, 699 new referrals, and 127 cases closed during the year.

The Child Guidance Service takes all ages. The boys outnumber the girls two to one. The number one

problem is aggressive behavior; the second problem is withdrawals--a kind of symptom; the third problem is truancy; and the fourth problem is learning.

The Child Guidance Service is supported from the general school budget; therefore, nothing special is set aside for its functioning. There is no specific provision made by law for its support. There are no legal provisions made for the functioning of the department.

CHAPTER VI

COURT SCHOOLS AND CLASSES

I. JUVENILE HALL¹

Juvenile Hall is located on the western slopes of the Twin Peaks along Woodside Drive. It was completed in 1950 and replaces the old Juvenile Hall downtown on Otis Street. It is the headquarters of Juvenile Court, Offices of the District Attorney, and home for about two hundred juveniles. Affiliated with this center is the medical, dental, and psychiatric clinic. They handle many cases of neglected and dependent children and delinquent boys and girls.

The children are housed in small cottages. These cottages consist of dining room (Plate 30, page 84), living room, small sleeping room, a school room, and bathroom. Two cottages are for girls, one for junior high ages, and the other for senior high ages. Three cottages are for boys--elementary, junior high, and senior high groups. The fourth cottage is planned for severely delinquent boys who are waiting transfer to maximum security state institutions

¹Welfare and Institution Code and Laws Relating to Social Welfare, Article 5, Section 667-672, Appendix C, p. 163.

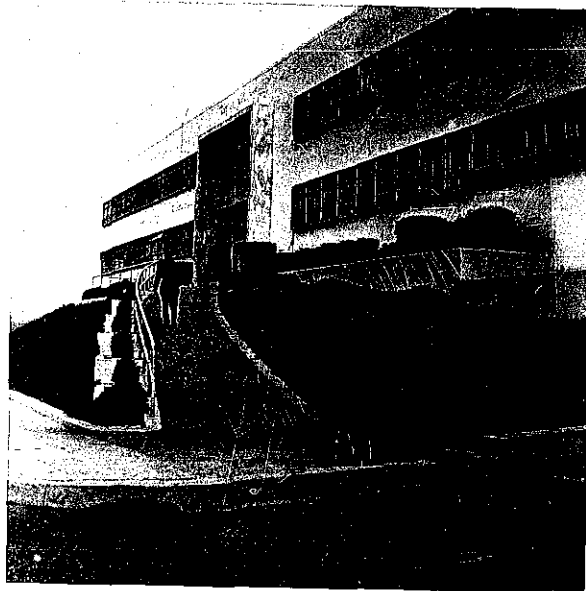


PLATE 29

ENTRANCE TO JUVENILE HALL
375 WOODSIDE DRIVE
SAN FRANCISCO, 16
SEABRIGHT 1-5740

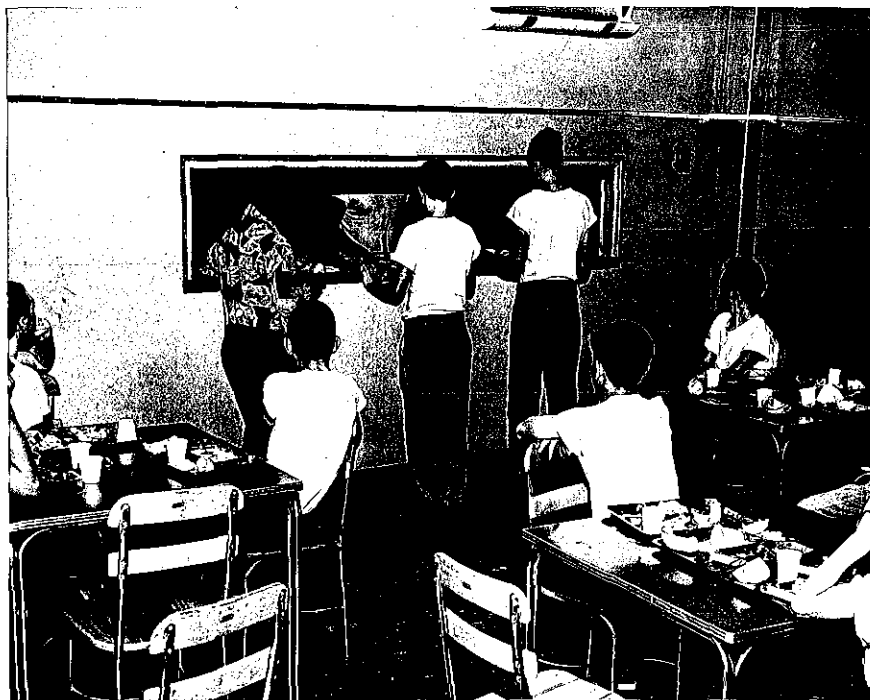


PLATE 30

DINING ROOM IN JUVENILE HALL

or are waiting trial in an adult court.

In order to provide education for these boys and girls during their stay at the center (Plates 31, 32, and 33, pages 86, 87, and 88), the San Francisco School Department maintains eleven full-time teachers who help the children continue their school with a minimum of interruption. Most of the boys and girls stay but a few days before being returned to their homes on probation or being assigned to a state or county institution.

The Hall offers the following services:

1. Supervision.
2. Placement planning.
3. Case work is provided for delinquent, neglected, and legally dependent wards of the Juvenile Court.
4. Informal supervision, counseling, and guidance services are offered on an unofficial, non-court basis with parental consent.
5. Investigation services are supplied to other courts--involving the welfare of children.
6. Temporary care and custody are provided by the Juvenile Hall for those who are legally detained.



PLATE 31

LEARNING TO USE
THE LIBRARY



PLATE 32

WORKING ON A SCHOOL
PROJECT

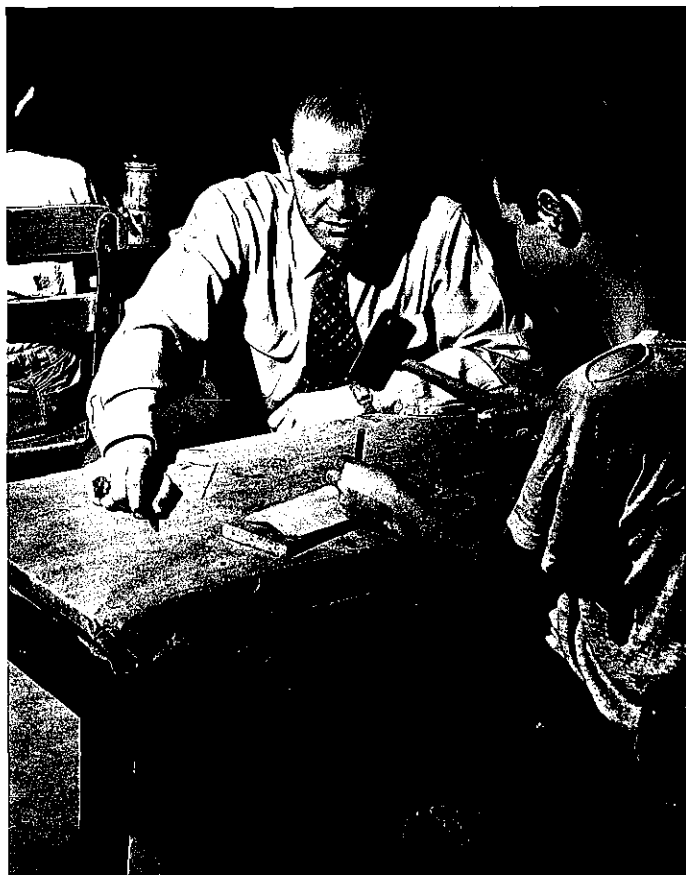


PLATE 33

LEARNING METAL CRAFT

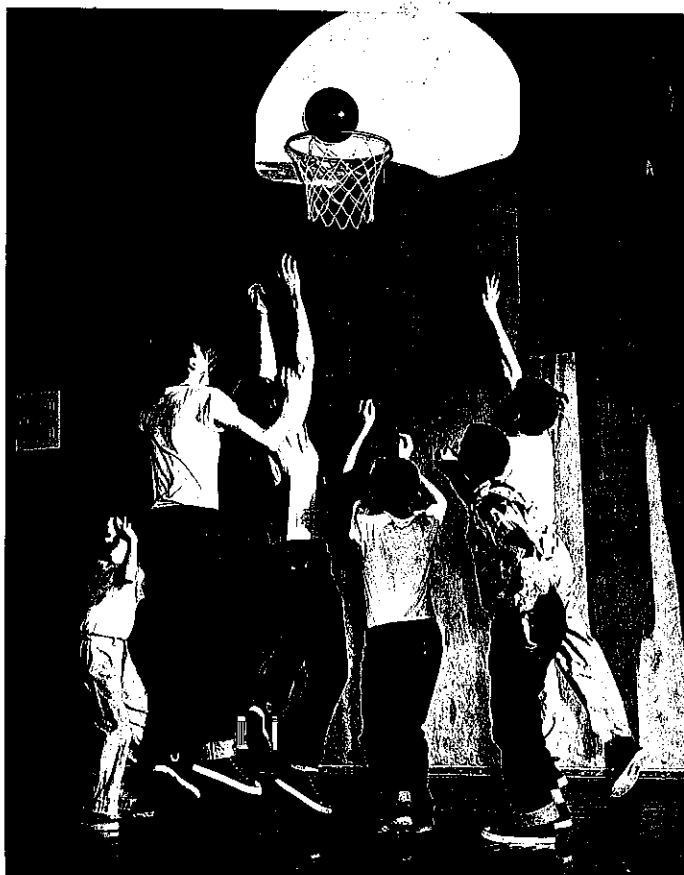


PLATE 34

SPORTS--BASKETBALL

II. LOG CABIN RANCH SCHOOL²

When a boy is sent to Log Cabin Ranch School (See Plates 35 and 36, pages 91 and 92), he is given a chance to mend his ways, and it is not considered going to jail. The offense that originally brought the boy before the court may have been a serious one. After investigation by the probation officer it may be decided to recommend him to Log Cabin Ranch School, because the Youth Authority would be too severe and Youth Guidance could not do enough for him. Each boy is assigned to the Ranch for a period of six months, although the time is determined by the progress of the boy.

Log Cabin Ranch School is located forty-eight miles south of San Francisco on the edge of a redwood forest near La Honda. Here sixty boys live and work together, attending school classes with full credit given. The school department has set up a junior high school with three teachers on full-time duty. There are special teachers who cover the following work:

I. Agricultural teacher.

A. Works with farm group supervisor.

²Welfare and Institution Code and Laws Relating to Social Welfare, Article 5, Sections 667-672, Appendix C, p. 163.

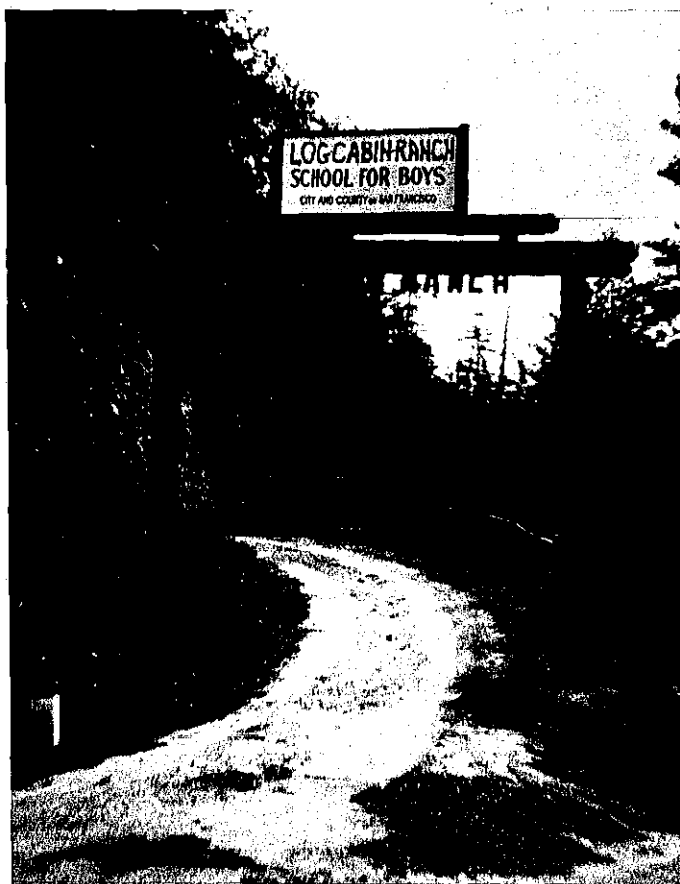


PLATE 35

ENTRANCE TO LOG CABIN RANCH SCHOOL

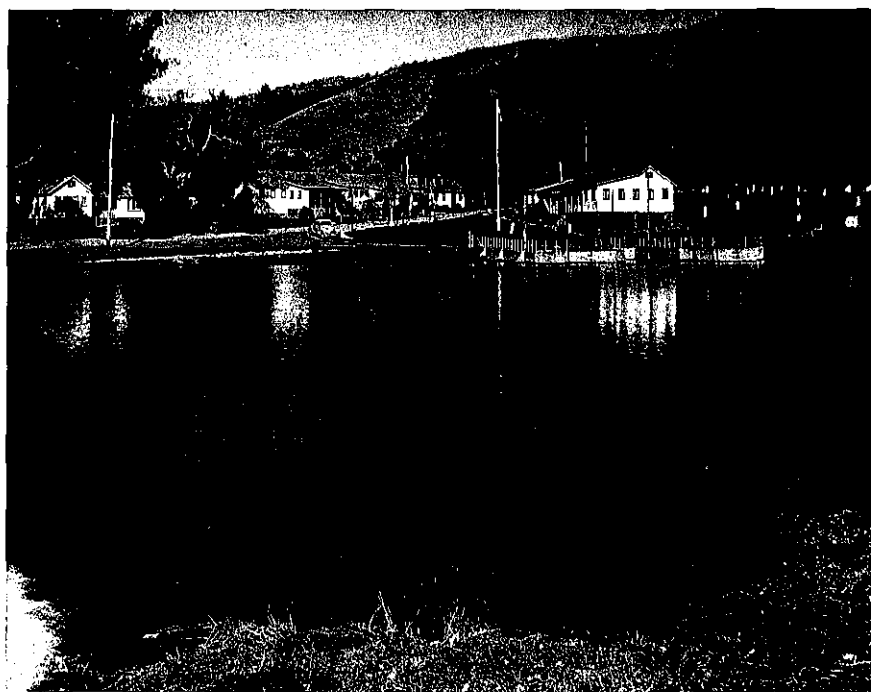


PLATE 36

LOG CABIN RANCH SCHOOL

B. Teaches the elements of milk and beef production.

C. Milk testing (Plate 38, page 95).

II. Academic teacher.

A. Continues the training in:

1. Social studies.

2. Mathematics.

3. English.

B. Special projects:

1. Camp newspaper.

2. Letters to boys' homes.

III. Shop teacher: training in a wide variety of prevocational skills.

The program carried on at Log Cabin Ranch School is as follows:

I. Half-day school attendance.

II. Chores the rest of the time.

A. Milking cows.

B. Tending chickens.

C. Working on maintenance jobs.

D. Working in the kitchen.

The boys live in dormitories. They see movies twice a week and watch television programs in the mess hall.



PLATE 37

BOYS OF LOG CABIN SALUTING THE FLAG
AT THE END OF THE DAY



PLATE 38

FARM WORK

In conjunction with the above, the boys are trained in the following vocations: (1) electrical shop, (2) cement work, (3) metal work, (4) plumbing work, (5) carpentry, and (6) painting.

At the present time they are assembling two quonset huts to be used as classrooms.

Rehabilitation is the objective of the director, probation officer, the supervisors, and teachers.

The boys have two interests; namely:

1. Desire to straighten themselves out.
2. Desire to develop new attitudes that will give strength to stand against the temptations they will face when they return to the city.

The Special Counselor of the Department of Child Welfare visits the boy previous to his scheduled graduation. The boy, counselor, and the director of the ranch plan a program for the boy upon his return to the city. The counselor goes to the appointed school with the boy after previously briefing the principal. Success or failure is up to the boy.

The referrals are made in the following way:

- (1) by attendance officer, (2) by Child Guidance Services, (3) by principal of school, (4) by probation officers, and (5) by psychiatric clinic.

III. SPECIAL COUNSELOR

The Special Counselor is also the Supervisor of the court school and classes. He has many functions, such as:

1. Offering a program which fits the needs of children in temporary detention.
2. Maintaining a good operating relationship between the school and Juvenile Hall.
3. Administering school program.
4. Departmental coordination.
5. Attempting to re-interest disturbed children to school and assisting those who desire to continue their studies.
6. Making out and sending transfers.
7. Supervision of school staff.
8. Coordinating and evaluating Juvenile Hall and school program.
9. Maintaining good public relations.
10. Assisting in the selection of teachers.
11. Planning and developing curricula.
12. Assisting in the planning and preparation of budget for capital outlay, maintaining, and operation.
13. Facilitating return of Youth Authority and county camp children to public schools.

The duties of the Special Counselor are:

I. Supervision.

- A. Boys' delinquent cottages.
- B. Girls' delinquent cottages--elementary, junior, and senior high schools.
- C. Cottages for neglected children.
- D. Log Cabin Ranch School classes--junior and senior high--which are visited the first and third Wednesday of each month.

II. Orders and issues.

- A. Instructional supplies.
- B. Equipment.
- C. Textbooks.
- D. Audio-visual aids and equipment.

III. Issuance and forwarding of official transcript of records.

IV. Authorized collector of restitution: property destruction of schools.

V. Represents school department.

- A. Court hearings.
- B. Court staff meetings.
- C. At Log Cabin Ranch School graduations.
- D. Represents schools on cases involving restitution.

VI. Makes out reports.

- A. Attendance.
- B. Other statistical reports for school.
- C. Statistical reports for court.

VII. Processes police reports.

VIII. Assists in planning and starting preparation of budget for capital outlay.

IX. Liaison officer.

- A. Confers, clears, and relays records and information to the court.

- 1. Judge.
- 2. City probation officer.
- 3. District Attorney.
- 4. Youth Council.
- 5. Intake.
- 6. Boys.
- 7. Girls.
- 8. Family.
- 9. Children.

- B. Conferences and the clearing and relaying of records and information to schools:

- 1. Accounts Division.
- 2. Attendance Supervisors.
- 3. Field Administrators.
- 4. Mentally retarded.

5. Physically handicapped.

6. Personnel.

X. Meetings.

A. Represents School Department at various staff meetings.

B. Weekly child welfare staff meetings.

C. Central office meetings.

XI. Visits various schools when needed.

A. All junior high schools.

B. All senior high schools.

C. Some elementary schools.

XII. Arranges court and school conferences on court cases.

XIII. Picks up and delivers supplies and equipment from school warehouses and various business houses and delivers to Log Cabin Ranch School on regular trips.

XIV. Assists in examination and appointment of teachers in court school division.

XV. Arranges for substitutes.

XVI. Counsels and places maladjusted court cases.

XVII. Arranges school plan and places all CYA and Log Cabin returnees.

- XVIII. Arranges for information to schools regarding intake and release of children booked at Youth Guidance Center.
- XIX. Obtains and forwards special reports to and from schools and courts as requested.
- XX. Clears and forwards information in regard to court schools as requested by court.
- XXI. Arranges and accompanies visitors to Youth Guidance Council classes and Log Cabin Ranch School.
- XXII. Consults with school officials on court requests for school actions.
- XXIII. Represents San Francisco schools at various statewide meetings of the C.P.P.A.
- XXIV. Maintains records and processes transcripts and counseling folders for court wards and CYA parolees.
- XXV. Arranges class schedules and programs for classes at Child Guidance Center and Log Cabin Ranch School.
- XXVI. Calls and presides over monthly teachers' meetings.

CHAPTER VII

COUNSELING SERVICES

I. COUNSELING THE EMOTIONALLY DISTURBED CHILD

Within the framework of the guidance program there are specific areas to be discussed. As stated in the Fourth Annual Report of the Department of Counseling and Guidance:

The Guidance Program in the elementary schools is the regular educational program with guidance an integral part. 'Education' as defined by Doctor Curtis Warren, is everything that happens during his waking hours. Guidance is a process working throughout educational experiences for the purpose of influencing and directing pupil learnings to the end that satisfaction, success and better adjustment to life will result.¹

The General Program

The guidance program of the school is directed by the Coordinator of Child Welfare. Guidance is not limited to exceptional children, but is available to all. While it is hard to separate guidance from the total instructional program, it may be thought of as a facilitating service, which may take place in a number of different situations.

¹C. A. Warren, J. L. Robert, and M. Holland, Fourth Annual Report of the Department of Counseling and Guidance, January, 1947, p. 27.

1. Much of the guidance is an integral part of the instructional process itself and will be carried on by all members of the school, but particularly by classroom teachers and/or counselors.
2. Group guidance can be used to help a number of children in making wise educational, vocational, and personal choices.
3. Individual guidance or counseling is helpful at times to all pupils and is particularly valuable to those who have serious problems.

The Supervisor. The guidance program of the elementary school is in charge of a Supervisor. She serves as a consultant to the administrators, teachers, and other school personnel. She acts as liaison person between the school, community, and social agencies, and will, when requested, participate in community and Parent Teacher group programs. A series of talks during the regular in-service training course for probationary principals and assistant principals are given by her. The Supervisor processes requests of children to attend schools outside the district. She attends staff meetings of the Child Welfare Department representing the elementary school. Here the Supervisor presents cases, follows out plans made

for children, and discusses the matters of policy.

The Supervisor works more with administrators, teachers, and parents than with the pupils themselves. Sometimes pupils are seen but once or twice; others are seen monthly and some more frequently, if circumstances are unusual. Certain schools refer more children than others, according to the district from which they come. During one visit to a school the Supervisor may work with administrators and teachers, and may interview new pupils, while in another school her work will be only with administrators and teachers. Parents of the above pupils are encouraged to go to the Child Guidance Services, or similar agencies to obtain help.

The case load of pupils who are referred is difficult to determine since the Supervisor has to cover more adequately the help, in general, with administrators, teachers, and parents.

Principal and assistant principal. In larger elementary schools there is an assistant principal who has been assigned as the school counselor and has been trained to give special help. Time has been allotted on her regular schedule for developing the guidance program. The schedule is suggestive only and is adapted to the needs of the individual school. The assistant principal-counselor acts

as a leader in the elementary guidance program under the direction of the principal, and in a position comparable to the head counselor in the junior and senior high school. In other schools the principal acts as school counselor. Each principal evaluates work in many ways. This is one kind of evaluation:

1. What part of the guidance program has been most satisfying to you last year? Why?
2. From the experiences, success, and failures of this past year, what phase or phases of the guidance program do you think will need more emphasis and careful planning in the coming year?
3. What suggestions do you have for me in this field of guiding children that will be beneficial to the children and helpful to you in your work in the school?²

The teacher. The classroom teacher, who is with her pupils for the school day and knows them intimately, also acts as their counselor. Not only does she endeavor to help each child in meeting the problems of daily living

²Taken from the form given to principal and assistant principal each year.

and in growing up, but she is always on the alert for those who are in need of special help.

The pupils. The types of problems that are taken into consideration are emotional and behavior problems, academic problems which have an emotional basis, and serious attendance problems.

The pupils are referred to guidance services through the Supervisor: (1) by classroom teachers, (2) by principals, (3) by other school personnel such as nurse, (4) by parents, and (5) by community social agencies.

Articulation

Articulation is a plan by which schools work together to provide the best education possible for each child. This may involve transferring the child to another school, the aim being to make suitable class placement and bring out adjustment to the school and classroom work.

A program for coordinating activities for students entering junior and senior high schools throughout the school system is distributed to all the schools, with a date schedule to be followed simultaneously. Parent conferences are scheduled and orientation programs for the new pupils are planned.³

³Appendix E, p. 173.

Children with Special Problems or Emotionally Disturbed

The Supervisor tries to provide for each of these needs in the following ways:

- I. Calls at the school to talk over anything that pertains to the child.
- II. Refers parents to the Child Guidance Services or to the clinics.
- III. Attends conferences and makes recommended school changes when Child Guidance Services takes over.
- IV. Works with school officials where parents do not accept guidance in developing further plans for helping children.
- V. Strives to convince parents of needs of services.
- VI. Talks to:
 - A. Parent Teacher groups.
 - B. Various agencies.
 - C. School faculty.
- VII. Acts on working committees interested in providing for children, such as:
 - A. United Crusade.
 - B. Church councils.
 - C. Health councils.
 - D. Mental hygiene groups.

The school. Only in the larger districts--San Francisco, Los Angeles, and San Diego--has a special provision been made for the emotionally disturbed child.

II. THE COUNSELOR

To give personal help to the student and teachers in developing self-understanding, to grow emotionally, and to develop attitudes allowing maximum benefit from the educational program are the duties of the Counselor.

The activities of the Counselor are as follows:

- I. Counsel students.
- II. Assist teachers.
 - A. In-service training.
 - B. Promote good mental hygiene teaching.
- III. Contribute to the general school program.
 - A. Orientation (new students).
 - B. Provide usable information to teachers.
 - C. Provide usable information to students.
 - D. Research activities.
- IV. Community relations.
 - A. Liaison.
 - B. Parent consultation.
 - C. Interpret school to community.

V. Testing, selection, administration, and interpretation of tests.

A. Individual.

B. Group.

VI. Perform necessary administrative duties.

A. Records.

B. Coordination of guidance activities.

C. Evaluation of guidance activities.

III. GUIDANCE IN THE SECONDARY SCHOOLS

Each junior and senior high school of the city has a special counseling staff which functions as follows:

I. Head Counselor.

A. Most Head Counselors devote full time to counseling but in some schools they teach one or two classes.

B. Functions:

1. Organize the group guidance.
2. Direct the guidance program of the school.
3. Help both children and teachers with their problems.

II. Assistant Head Counselors--some schools have counselors who teach approximately one-half of the time and who devote the rest of their time to various aspects of guidance.

III. Educational Counselors--help the children with present and future programs and assist in the testing program.

- A. Entrance requirements for university.
- B. Scholarships to university and nursing schools.
- C. Status of veterans working for diplomas.
- D. Mechanics of program changes.
- E. Programming students after term is started.

IV. Vocational Counselor--helps children in making the best vocational choices and plans.

- A. Collects information.
- B. Obtains jobs.
- C. Interviews.
- D. Plans career days.
- E. Program making and checking.

V. Personal Problems Counselors--work with pupils who have special problems.

- A. Problems arising from social, economic, and teacher-pupil relationships.
- B. Special services:
 - 1. Lipreading and speech correction.
 - 2. Home teachers.
 - 3. Child Guidance Services.

VI. Community relations counselors--help in development of the school-community relationship. Many schools do not set up this special counselor program but instead have grade counselors who include the various duties of the special counselors within their areas of responsibility.

VII. Grade Counselor.

- A. Serves as liaison between administrator, counselor, teacher, and student.
- B. Each particular class has a teacher-counselor with time available for individual interviews.
- C. The Grade Counselor's functions are:
 - 1. Set up pupil programs.
 - 2. Keep accurate records.
 - 3. Help with any type of problem:
 - a) Personal.
 - b) Economic.
 - c) Social.
 - d) Home.
 - 4. Direct them to specialists when it seems desirable.
 - a) Guidance is available to all.
 - b) Guidance is a continuing process.

throughout the school career.

- c) Guidance is given not only by counselors, but by teachers, principals, deans, attendance workers, and other school personnel.

5. Evaluate student in terms of his abilities, limitations, and interests as determined by available testing.

- a) Iowa test of educational development.
- b) California Test of Mental Maturity.
- c) California Basic Skills Test.
- d) The Kuder Interest Preference Record.⁴

⁴Handbook for Teachers, Balboa High School, 1952.
pp. 86-88; Bulletin of the Department of Child Welfare,
San Francisco Unified School District /n.d./.

CHAPTER VIII

ATTENDANCE BUREAU

The Bureau of Attendance began in 1904 when a police officer was assigned to the central office of the San Francisco Schools. The duty of this officer was to locate children reported as truants and bring them to school. By 1909 the method of dealing with truancy had changed, and the police officer was replaced by two 'attendance officers.' Both were experienced teachers with social work training. Today attendance supervisors no longer function as 'truant' officers but as school social workers interested in promoting effective school attendance.

The primary function of the Bureau of Attendance is to assist schools in the promotion of regular school attendance.

At the present time the Bureau of Attendance consists of eighteen supervisors of attendance and a clerical staff of ten. The administration of the bureau is one of the functions of the Coordinator of Child Welfare. Each of the eighteen workers is assigned to a district of the city which ordinarily includes either a junior or senior high school. Attendance service is given to all schools, private, parochial, and public.

Each morning the supervisors make their school call. Every high school, most junior high schools and some elementary schools are visited daily. The remainder of the elementary schools are visited once or twice a week, and private and parochial schools upon call. Any school may call for help in an emergency. At the school, the supervisor works with the assistant-principal. After contact with the home has failed, the supervisor is called to investigate.¹

¹John Roberts, "Factors Associated with Truancy" (unpublished doctor's dissertation, University of California, 1954).

The functions of the supervisor are:

- I. To understand the situation and try to find out why a pupil is not attending school regularly.
- II. To develop a better school-home adjustment.
- III. Important liaison agent between home, school, and agencies.
 - A. Arrange for children to get free milk, free lunches, or school jobs.
 - B. Assist the Parent Teacher Association by distribution of clothing to needy children.
 - C. Report cases to the Department of Public Health and Red Cross.
 - D. Assist parents in applying for help from these agencies.
 - E. Campership program of the Guardsmen.
 1. This service organization is composed of young businessmen of the city, who raise funds each year to provide free camping for thousands of needy children.
 2. One member of the Attendance Bureau serves on the central screening committee and all other staff members do the major portion of the work of locating and screening the children to be sent.

F. Try to improve the emotional climate at both home and school.

G. Legal function--has the right to force the child to school, and is legally responsible to do so.

The Department of Attendance is divided into two sections:

I. Maintaining of a continuing census.

A. Accounting system (census cards--important source of information).

B. Housed in the central office.

C. Purpose: in the state of California every minor is compelled to attend school until he is eighteen years old, regardless of the wishes of his parents. It is necessary to know where the minor lives and to follow that child from the time he enters school until he becomes a high school graduate. Cards of children who are over eighteen years old or who have left the city are maintained in a dead file. Every five years the dead cards are burned.

D. Receives:

1. All transfers.

2. Entries without transfers.

3. Change of address notices.

4. Grade placements.

E. Delayed information (uses).

1. Enforce child labor laws.

2. Records of information:

a) For government purposes.

b) For employment.

F. Staff:

1. Six clerk typists.

2. Duties:

a) Type cards and post data.

b) Supply information to attendance supervisors, school staff, and agencies.

II. Issuance of work permit--requirements:

A. Under eighteen years of age.

B. Attend regular junior or senior high schools.

C. Few exempt from school attendance.

D. Issued by Continuation School to students who attend the school.

E. Investigate if work is legal.

The types of cases referred to the Attendance Bureau are: (1) truancy, (2) irregular attendance other than truancy, and (3) other than attendance.

Attendance Supervisor.

I. Function: to discover, interpret, and treat the underlying causes of undesirable school attendance.

II. Activities:

A. Conferences with:

1. Administrators.
2. Teachers.
3. Parents.
4. Specialists.

B. Liaison:

1. Interpret home to school.
2. Interpret school to home.
3. Represent school to community agencies.

C. Referral:

1. Community agencies.
2. Guidance specialist.
3. Juvenile Court.

D. Resource person:

1. In-service education.
2. Provide information:
 - a) home.
 - b) Child Labor laws (Figure 10).
 - c) Attendance laws.

Issued by
STATE OF CALIFORNIA
DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF LABOR LAW ENFORCEMENT
965 Mission Street, San Francisco 3, California

DIGEST OF THE CALIFORNIA CHILD LABOR LAWS

1954

I. SCHOOL ATTENDANCE REQUIREMENTS

- A. Minors between the ages of 8 and 16 years must attend full-time school unless exempted for special reasons provided by law. (Education Code Sec. 16601.)
- B. Minors under 16 years of age holding full time work permits (see Section III below) must resume regular school attendance within 10 days after becoming unemployed. (Education Code Sec. 16651.)
- C. Minors between 16 and 18 years of age who have not been graduated from high school and who are employed regularly must attend continuation classes for at least four hours per week. (Education Code Sec. 17001.) When not regularly employed such minors must attend such classes for at least three hours per day. (Education Code Sec. 17003.)

II. PERMITS

- A. No minor under 18 years of age and over 16 years of age who is required to attend school, and no minor under 16 years of age shall be allowed to work without a PERMIT TO WORK. (Education Code Sec. 16731, 17001, 17081 and 17082; Labor Code Sec. 1299.) This permit must be obtained by the minor. Such permit is also accepted as a certificate of age under the Federal Fair Labor Standards Act, and employers covered by that act who employ minors between 16 and 18 years of age should require all such minors to obtain Permits to Work.
- B. EMPLOYERS must obtain PERMITS TO EMPLOY when employing minors under 16 years of age (Education Code Sec. 16711 and 16731). For minors over 16 years of age, the employer must have on file either a permit to employ or a copy of the permit to work which authorizes the employer to employ the minor (Education Code Sec. 17081 and 17082).
- C. PERMITS TO WORK AND PERMITS TO EMPLOY ARE ISSUED BY THE SCHOOL AUTHORITIES (Education Code Sec. 16671, 16711, 17061, and 17081).

— 2 —

Exception:

Special consent for theatrical work and work in motion pictures, radio, television broadcasting, and other types of entertainment must be obtained from the State Labor Commissioner. (Labor Code Sec. 1395, 1396, and 1397.) Such consent is required for minors under 16 years of age whether or not the minor receives compensation for his services, except for certain noncommercial events. See *Exceptions* under Section III of this digest.

- D. Permits to work and permits to employ are subject to cancellation by the Labor Commissioner or by the Superintendent of Public Instruction or by the issuing authority. (Labor Code Sec. 1300 and Education Code Sec. 16687.)
- E. Failure to produce permits to work or to employ is prima facie evidence of illegal employment of minors. (Labor Code Sec. 1304.)
- F. Permits are not required for children employed in agricultural work on FARMS OWNED OR OPERATED by the PARENTS or GUARDIANS. (Education Code Sec. 16683.)

III. AGE OF MINORS

No minor under the age of 16 years shall be permitted to work (Labor Code Sec. 1290), except:

- A. Minors over 15 but under 16 years of age may secure permits to work **FULL TIME**, but
 - 1. Must have completed equivalent of seventh grade,
 - 2. Must have promise of definite employment, and
 - 3. Must be physically fit to undertake work contemplated. (Education Code Sec. 16672 and 16675.)
- B. Minors over 14 but under 16 years of age may receive permits to work **FULL TIME**, but
 - 1. Must hold diploma of graduation from eighth grade,
 - 2. Must have promise of definite employment,
 - 3. Must be physically fit to undertake the work contemplated, and
 - 4. Family must be in extreme financial need because of death, disability, or desertion of father. (Education Code Sec. 16673 and 16675.)

NOTE: Minors who receive permits under A and B above must attend part-time continuation classes for at least four hours per week. (Education Code Sec. 16679 and 17001.)

- C. Minors over 14 may receive permits to work **OUT-OF-SCHOOL** hours during the public school session. (Education Code Sec. 16678.)
- D. Minors over 12 but under 16 years of age may receive permits to work **SATURDAYS** and during regular or occasional specified **PUBLIC SCHOOL VACATIONS**. (Education Code Sec. 16680, 16681 and 16682.)

— 3 —

*Exceptions:**Agricultural Employment*

No permit is required and there is no minimum age for employment of any minor at agricultural, horticultural, viticultural, or domestic labor during the time the public schools are not in session, or during other than school hours, when the work is performed upon the premises owned, operated or controlled by his parent or guardian; however, children may not work at such occupations while the public schools are in session. (Labor Code Sec. 1394(b).)

Theatrical Appearances

- 1. Minors of any age may secure consent from the Labor Commissioner for work in the presentation of any drama or legitimate play, including production of motion pictures; for modeling; work in radio or television broadcasting; the making of phonograph recordings; any entertainment which is noncommercial in nature; or any employment or appearance pursuant to a contract approved by the Superior Court under the provisions of Section 36 of the Civil Code. (Labor Code Sec. 1395.)
- 2. Minors 12 years of age or over may secure consent from the Labor Commissioner for work in any other performance, concert or entertainment. (Labor Code Sec. 1395(b).)
- 3. Minors 8 years of age or over may secure consent from the Labor Commissioner for work in any performance, concert or entertainment during the public school vacation. (Labor Code Sec. 1395(c).)
- 4. In all cases, the Labor Commissioner must be satisfied that environment in which work is to be performed is proper for minors, conditions of employment are not detrimental to the minors' health or morals, and the minor's education will not be neglected or hampered. (Labor Code Sec. 1396.)
- 5. There is no minimum age and no permit or consent is required with respect to the appearance of any minor, *without compensation*:
 - a. In any church, public or religious school, or community entertainment. (Labor Code Sec. 1394.5(a).)
 - b. In any school entertainment or any entertainment for charity or for children, for which no admission fee is charged. (Labor Code Sec. 1394.5(b).)
 - c. In any radio or television broadcasting exhibition where the engagement is limited to a single performance lasting not more than one hour, and where no admission fee is charged. (Labor Code Sec. 1394.5(c).)

IV. HOURS OF EMPLOYMENT*A. Number of Hours*

- 1. Minors under 18 years of age shall not be permitted to work for more than 8 HOURS IN ONE DAY or more than 48 HOURS IN ONE WEEK (Labor Code Sec. 1391, except:

Minors 16 years old and over may be employed in agricultural, horticultural, viticultural, or domestic labor for more than 8 hours in one day or 48 hours in one week. (Labor Code Sec. 1394(a).)

— 4 —

2. School time—time required to be spent in school must be included in limitation of 8-hour day. (Education Code Sec. 16678 and 17084.)

B. Spread of Hours

1. Minors under 18 years of age shall not be permitted to work BEFORE FIVE O'CLOCK in the morning or AFTER TEN O'CLOCK in the evening (Labor Code Sec. 1391), except:
 - (a) No boy under 18 years shall be permitted to work as a messenger for any telegraph, telephone or messenger company before six o'clock in the morning or after nine o'clock in the evening. (Labor Code Sec. 1297.)
 - (b) If the consent of the Labor Commissioner is first obtained, minors between 8 and 18 years of age may be permitted to work on the stage (as actor or performer) or in radio or television broadcasting after ten o'clock P.M. but not later than twelve o'clock P.M. if the performance begins prior to ten o'clock P.M. (Labor Code Sec. 1395(d).)

V. OCCUPATIONAL RESTRICTIONS

A. Messengers

1. No girl under 18 years or boy under 16 years shall be permitted to work as a messenger for any telegraph, telephone or messenger company in the distribution or delivery of goods or messages in cities having a population of more than 15,000. (Labor Code Sec. 1297.)

NOTE: Minors are not prohibited by this statute from working as messengers for employers other than messenger companies, and telegraph and telephone companies. (Attorney General's Opinion No. NS4500, August 14, 1942.)

2. Persons, or companies, engaged in the delivery of packages, letters, notes, messages or other matter, and every manager, superintendent or other agent thereof, who sends any MINOR IN THE EMPLOY of such company or person to the keeper of any house of prostitution, variety theater or other place of questionable repute, or to any person connected with, or to any inmate of such house, theater or other place, or who permits such minor to enter such house, theater or other place, is guilty of a misdemeanor. (Penal Code Sec. 273 (e).)

B. Sending Minor to Immoral Places

Any EMPLOYER who shall send, direct or cause to be sent or directed to any saloon, gambling house, house of prostitution or other immoral place any minor under the age of 18 is guilty of a misdemeanor. (Penal Code Sec. 273(f).)

C. Liquor Establishments

Every person who employs or uses the services of minors in or on that portion of any premises which are used for the sale and service of alcoholic beverages for consumption on the premises shall be guilty of a misdemeanor. (Alcoholic Beverage Control Act, Deering's General Laws, Act 3796, Sec. 56.)

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D. Street Occupations

No girl under 18 years of age and no boy under 10 years of age shall be permitted to work in or in connection with the street occupations of peddling, bootblacking, the sale or distribution of newspapers, magazines, periodicals or circulars or in any other occupation pursued in any street or public place. This does not apply to cities whose population is less than 23,000. (Labor Code Sec. 1298.)

NOTE: Under date of November 27, 1939, the Attorney General ruled that in the case of minors over 10 years of age engaged in the sale and distribution of newspapers and magazines as independent contractors, no permits TO EMPLOY are required, but if the minors are employees of newspapers and magazines permits to work and permits to employ must be obtained. If employees, minors are subject to the age limitations in Section iii.

E. Dangerous Occupations

1. No minor under the age of 16 years shall be employed or permitted to work in any capacity in:
 - (a) Adjusting any belt to any machinery,
 - (b) Sewing or lacing machine belts in any workshop or factory,
 - (c) Oiling, wiping or cleaning machinery, or assisting therein. (Labor Code Sec. 1292.)
2. No minor under the age of 16 years shall be employed or permitted to work in any capacity in operating or assisting in operating any of the following machines:
 - (a) Circular or band saws; wood shapers, wood-jointers; planers; sandpaper or woodpolishing machinery; wood turning or boring machinery.
 - (b) Picker machines or machines used in picking wool, cotton, hair or other material; carding machines; leather-burnishing machines; laundry machines.
 - (c) Printing-presses of all kinds; boring or drill presses; stamping machines used in sheet-metal and tinware, in paper and leather manufacturing or in washer and nut factories; metal or paper-cutting machines; paper-lace machines.
 - (d) Corner-staying machines in paper-box factories; corrugating rolls, such as are used in corrugated paper, roofing or wash-board factories.
 - (e) Dough brakes or cracker machinery of any description.
 - (f) Wire or iron straightening or drawing machinery; rolling-mill machinery; power punches or shears; washing, grinding or mixing machinery; calendar rolls in paper and rubber manufacturing; steam-boilers; in proximity to any hazardous or unguarded belts, machinery or gearing. (Labor Code Sec. 1293.)
3. No minor under the age of 16 years shall be employed or permitted to work, in any capacity:
 - (a) Upon any railroad, whether steam, electric or hydraulic.
 - (b) Upon any vessel or boat engaged in navigation or commerce within the jurisdiction of this State.

CHILD LABOR LAWS

The chart below presents pertinent points of the State and Federal laws governing the employment of minors in California.

The statements preceded by the sign (*) summarize selected provisions of the California laws as contained in the Labor Code, the Education Code, and Orders of the California Industrial Welfare Commission.

The statements preceded by the sign (#) summarize selected child labor provisions of the United States Fair Labor Standards Act which (1) prohibit the shipment in interstate commerce or in foreign commerce of goods produced in establishments in the United States in or about which oppressive child labor has been employed within 30 days prior to the removal of the goods; (2) prohibit the employment of oppressive child labor in interstate or foreign commerce or in the production of goods for such commerce.

	For all Minors under age 18	Minors—Ages 16 and 17	Minors—Ages 14 and 15	Minors—Ages 13 and 13
School Attendance	*Required unless a high school graduate.	*If regularly employed and not a high school graduate, must attend continuation school at least 4 hours a week. *When not regularly employed and not a high school graduate, must attend continuation school at least 3 hours per day.	*MUST ATTEND FULL TIME SCHOOL For few exceptions for minors 14 and 15 years of age, see Education Code 16672-16676.	
Work Permits	Required			
Permits to Employ			*Required on days schools are in session.	
Hours of Work	*Daily maximum, 8 hours including time spent in school. *Weekly maximum, 48 hours. #See column Ages 14 and 15.	*Exception: no limitation in agricultural, horticultural, viticultural, or domestic labor.	*May be employed after school and on non-school days. #When school is in session, daily maximum, 3 hours; weekly maximum, 18 hours. #When school is not in session, daily maximum, 8 hours; weekly maximum, 40 hours. #Outside of school hours only.	*May not be employed on days school is in session. See text for exceptions in theatrical employment. #Minors of these ages may not be employed in employment subject to the FLSA. See exceptions under Occupations below.
Spread of Hours	*Work must be performed between 5 a.m. and 10 p.m. *Exception: public messenger service must be performed between 6 a.m. and 9 p.m. #See column Ages 14 and 15.		*Work must be performed between 7 a.m. and 7 p.m.	
Occupations	Prohibited: *For girls, public messenger service and street occupations. *All minors, selling or serving alcoholic beverages (Section 46 of the Alcoholic Beverage Control Act, applying to all minors under 21 years of age). #May not be employed in: a. Explosives—manufacturing occupations. b. Motor-vehicle occupations. c. Mining occupations. d. Logging and sawmilling occupations. e. Power-driven woodworking machine and power-driven metal forming, punching and shearing machine occupations. f. Occupations involving exposure to radio-active substances. g. Power-driven hoisting apparatus occupations. See Child Labor Bulletin 101 for details.		May not be employed: *In hazardous occupations. *In public messenger service. *In construction work. *In delivering goods from motor vehicles. *In operating auto or truck. *In bowling alley, pool or billiard room. *In vicinity of moving machinery. *For more detailed list of hazardous occupations prohibited by State law, see Digest. #May all be employed only in a limited number of occupations, not involving manufacturing or mining, or occupations declared hazardous by the Secretary of Labor. See Child Labor Bulletin No. 101. See also occupations prohibited in column under Age 18.	#Minors 12 and 13 years of age may not be employed in employment covered by the child labor provisions of the FLSA except (1) in agriculture; (2) as an actor or performer in motion picture, theatrical, radio, or television productions; (3) in the delivery of newspapers to the consumer. #Minors under 16 years of age employed by their parents in occupations other than manufacturing or mining or occupations declared hazardous by the Secretary of Labor are also exempt.
Wages	*May not be paid less than minimum rates established in Orders of California Industrial Welfare Commission.	#May not be paid less than minimum wage rates established by Fair Labor Standards Act. #Must be paid overtime for hours in excess of 40 per week.		
Agriculture	*See text for exceptions where minor is working for parent.	Exception: No limitation on hours of work.	*May be employed after school and non-school days only. #No employment permitted during school hours. *Hours of work: Daily maximum, 8 hours, including time spent in school; weekly maximum, 48 hours.	*May work on non-school days only.

Note: Where any employer is subject to both State and Federal law, the higher standard prevails.

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- (c) In, about, or in connection with any processes in which dangerous or poisonous acids are used in the manufacture or packing of paints, colors, white or red lead, or in soldering.
 - (d) In occupations causing dust in injurious quantities, in the manufacture or use of dangerous or poisonous dyes, in the manufacture or preparation of compositions with dangerous or poisonous gases, or in the manufacture or use of compositions of lye in which the quantity thereof is injurious to health.
 - (e) In scaffolding, in heavy work in the building trades, in any tunnel or excavation, or in, about, or in connection with any mine, coal breaker, coke oven or quarry.
 - (f) In assorting, manufacturing or packing tobacco.
 - (g) In operating any automobile, motor car or truck.
 - (h) In any bowling-alley, or pool or billiard room.
 - (i) IN ANY OCCUPATION DANGEROUS TO THE LIFE OR LIMB, OR INJURIOUS TO THE HEALTH OR MORALS OF SUCH MINORS. (Labor Code Sec. 1294.)
4. The Division of Labor Law Enforcement may, after hearing, declare other occupations dangerous to the lives or limbs or injurious to the health or morals of minors under 16 years of age. (Labor Code Sec. 1296.)
5. Minors under 16 years of age are excluded from the following:
- (a) All occupations where such children come in the close proximity to moving machinery.
 - (b) All building or construction work of any kind.
 - (c) Delivering goods, merchandise, commodities, papers or packages from motor vehicles. (Child Labor Order No. 1, Feb. 8, 1929.)
 - (d) All occupations in the manufacture, transportation and sale of explosives or articles containing explosive components. This includes ammunition, blasting caps, fireworks, high explosives and similar products. (Child Labor Order No. 2, March 1, 1940.)

VI. RECORDS AND NOTICES

- A. Employers of minors under 18 years, or their agents:
1. Must keep a separate register containing the names, ages and addresses of employed minors.
 2. Must keep posted in a conspicuous place a notice stating the hours of work.
 3. Must keep on file all permits and certificates either to work or to employ.
- Records are to be open at all times for inspection of school authorities and officers of the Division of Labor Law Enforcement. (Labor Code Sec. 1299.)

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- B. Every owner, tenant or operator of a farm employing parents having minor children in their immediate care must post at a conspicuous place, easily read, a notice stating minor children are not allowed to work unless legally permitted and unless permits to work have been secured. (Education Code Sec. 16684.)
- C. Failure to produce permits to work or to employ, or to post notices required is prima facie evidence of illegal employment of minors. (Labor Code Sec. 1304; Education Code Sec. 16866 and 17116.)
- D. Permits to work or to employ must be returned to the issuing authority within five days after a minor's employment terminates. (Labor Code Sec. 1300.)

VII. PENALTIES

Failure to comply with the provisions of the child labor laws and violations thereof are misdemeanors punishable by fines ranging up to \$250 or jail sentences ranging up to six months, or both fine and imprisonment. (Labor Code, Secs. 1303, 1308, 1309, 1391, 1393, 1397.5.) The Education Code also provides for fines and imprisonment for violations. (Education Code, Secs. 16864, 16865, 16867, 17114, 17115.)

CAUTION

In addition to being governed by the California child labor laws, many employers are governed by the child labor provisions of the Federal Fair Labor Standards Act. The child labor provisions of the Fair Labor Standards Act, (1) prohibit the shipment in interstate commerce or in foreign commerce of goods produced in establishments in the United States in or about which oppressive child labor has been employed within 30 days prior to the removal of the goods; (2) prohibit the employment of oppressive child labor in interstate or foreign commerce or in the production of goods for such commerce. Employers working on government contracts in excess of \$10,000 are governed by the child labor provisions of the Walsh-Healey Public Contracts Act. The Fair Labor Standards Act sets a basic minimum age of 16 years for general employment and a minimum age of 18 years for occupations which have been found and declared to be particularly hazardous for young workers. If the federal laws and the state laws conflict, the higher standard prevails. Before employing minors, an employer should consult with the Wage and Hour and Public Contracts Division, United States Department of Labor, in order to determine the applicability of the federal child labor laws. These offices are located at the following addresses: 150 Federal Office Building, Fulton and Leavenworth Streets, San Francisco 2, California; 213 Western Pacific Building, 1031 South Broadway, Los Angeles 15, California.

Employed minors are also covered by the general labor laws administered by the Division of Labor Law Enforcement, the Division of Industrial Welfare, the Division of Housing, the Division of Apprenticeship Standards, the Division of Industrial Safety, the Department of Employment, and other departments of the State and Federal Governments.

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For complete details of the California laws see the Labor Code and Education Code of the State of California, obtainable from the Printing Division, Documents Section, 11th and O Streets, Sacramento, and Orders of the California Industrial Welfare Commission. Information concerning the California child labor laws may be obtained at any of the offices of the State Labor Commissioner located at the following addresses:

Bakersfield, 2030 19th Street
 El Centro, 795 Main Street
 Eureka, 507 F Street
 Fresno, 620 Belmont Avenue
 Long Beach 2, 211 Jergins Trust Building
 Los Angeles 12, 503 State Building
 Oakland 12, 1531 Webster Street
 Sacramento 14, 500 Forum Building
 San Bernardino, 480 Fifth Street
 San Diego 1, 1521 Fourth Avenue
 San Francisco 3, 965 Mission Street
 San Jose 10, 96 North Almaden Avenue
 Santa Barbara, 325 State Street
 Stockton 3, Room 213, City Hall

Copies of the Orders of the Industrial Welfare Commission may be obtained at the offices of the Division of Industrial Welfare, located at the following addresses:

Los Angeles 12, State Building, 217 W. First Street
 San Francisco 3, 965 Mission Street

Information concerning permits to work and permits to employ may be obtained from the local school department. Names and addresses of school officials authorized to issue permits may be obtained from the County Superintendent of Schools.

E. Record keeping:

1. Attendance cases.
2. Transfers and other routine forms.

Procedure used.²

1. Registration minor blanks are filled out by parents, sent to the Bureau of Attendance, and placed in the permanent file.
2. The information is kept up to date from information reported by the school on transfer, left-without-transfer, or entered-without transfer forms.
3. Accuracy is checked by supervisors of attendance.
4. Information regarding children who are transferred to or from Youth Guidance Center, California Youth Authority, home teaching, hospital confinement, or who are temporarily exempt all flow into this centralized system of child accounting.
5. The age of every newly-registered student is verified so that the record will have more

² Summary of Attendance Services, prepared by Harley J. Lawton and Rose R. Miles [n.d.].

official value for future reference. This is important with regard to the issuance of work permits for the employment of miners.

6. Record cards of those individuals who have left the school district jurisdiction are retired to a file that is available for future reference by official agencies or authorized persons.

7. Value of these continuous records of birth-place, school attendance, residence, and names of other members of the family has proven its worth many times. The agencies that use these files are: (a) Public Welfare, (b) Immigration Department, (c) Armed forces, (d) State Board of Health, (e) Juvenile Court, and (f) Social Services Agencies.

Forms used. The Class List form is not titled "class list" on its face, but can be easily recognized by the three columns for reporting names of pupils, their addresses, and birthdates. The form is headed Bureau of Attendance. The principal of each school will send to the Attendance Bureau the complete enrollment by classes on the class list forms supplied by the bureau. The exact dates when this information is to be effective

and the due dates for sending in the data will be listed at the beginning of each term in the Superintendent's Bulletin.

In order that a prompt check-up of all pupils who have left school may be made, principals are asked to give to their Supervisors of Attendance, not later than two weeks after the beginning of each term, a "left-without-transfer" slip for every child who was on the school roll on the last day of the previous term but who has not registered this term. Throughout the term all pupils who leave school for any reason without taking a transfer to another school should be reported immediately to the Supervisor of Attendance as having left-without-transfer. Before reporting these pupils as left-without-transfer, they should be checked as carefully as possible by the school, and when reported, the "left-without-transfer" slip should have as much information as possible for the Supervisor of Attendance.

In the transferring of a student the forms are made out in quadruplicate. One copy is kept in the transfer book as a file copy; one copy is given to the pupil; and two are mailed to the Bureau of Attendance or given to the Attendance Supervisor.

FALL 1955															
Name						School						Rm.			
(Last)						(First)						Apt. or Rm. & Bldg.			
Address						Grade									
Birth Date						Parent						Ph.			
Sept. 1 12 13 14 15 16						19 20 21 22 23						26 27 28 29 30			
Oct. 10 11 12 13 14						17 18 19 20 21						24 25 26 27 28			
Nov. 7 8 9 10 11						14 15 16 17 18						21 22 23 24 25			
Dec. 5 6 7 8 9						12 13 14 15 16						19 20 21 22 23			
Jan. 2 3 4 5 6						9 10 11 12 13						16 17 18 19 20			

FIGURE 11
CALENDAR CARDS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT, 1954-55

VERIFICATION OF AGE

Name.....

Birthplace.....

Birthdate.....

Mo. Day Year

Registry Number (Birth Certificate only).....

Father's Name.....

Mother's Maiden Name.....

(Over)

F2-30M-7-1-46

FIGURE 12
VERIFICATION OF AGE SLIP

SAN FRANCISCO PUBLIC SCHOOLS
BUREAU OF ATTENDANCE AND GUIDANCE
CHANGE OF NAME

Former Name..... Date.....
New Name.....
Address..... Tel.....
Date of Birth.....
Parent's Name.....
School..... Grade.....

13-060-75 3M 7-1-51

FIGURE 13
CHANGE OF NAME SLIP

SAN FRANCISCO PUBLIC SCHOOLS
CHANGE OF ADDRESS

Name..... Grade.....
Old Address.....
New Address.....
School.....

FIGURE 14
CHANGE OF ADDRESS SLIP

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
LEFT SCHOOL WITHOUT TRANSFER

Name..... Grade.....
Surname first middle

Address.....

School..... Date Leaving.....

Birth Date..... Tel.....
month day year

Parent's Name.....

Has ☐ Gone To ☐
 May Have

Source of Information.....

F 97-20M-7-1-46

FIGURE 15

LEFT SCHOOL WITHOUT TRANSFER

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
ENTERED WITHOUT TRANSFER

Name..... Grade.....
Surname first middle

Address.....

School..... Date Entered.....

Birth Date.....
month day year

School Last Attended.....

Where Located.....

Have you ever attended any school in San Francisco before? If so,

Name.....

F 96-20M-7-1-47

FIGURE 16

ENTERED WITHOUT TRANSFER

If your child is unable to attend school on account of illness, please have this blank filled out and return it to this Office.

BUREAU OF ATTENDANCE
Arch 46 Balboa High School, Room 18
Chondaga and Cayuga Avenues
San Francisco 12, California

San Francisco, Calif.

This is to certify that

is under my care because of

and is able to attend full-time day school may return to school on or about

Submitted by

Title

18-188-78,500 7-1-53

FIGURE 17
EXCUSED BECAUSE OF ILLNESS

CHAPTER IX

JUNIOR PLACEMENT

The junior school placement program in San Francisco cooperates with the California State Department of Employment. It completed its twelfth year of service on April 1, 1955. This program provides employment services to eight senior high schools and twelve junior high schools and to a total student population of approximately thirty thousand.¹

At present the school placement program is staffed by three employment counselors who are permanent civil service employees in the Department of Employment and three teachers who are in the school department. Each of the six employment counselors have time set aside (one-fifth of their time) in the office of Student and Junior Division, where each is assigned duties and can keep in touch with current conditions in the labor market.

- I. Has access to professional literature in the field of employment.
- II. Receives practical information about occupational requirements and duties and has

¹Bulletin: School Placement Program, San Francisco Schools, California Department of Employment, [n.d.].

knowledge of jobs and local opportunities for entry occupations in fields of skilled, semi-skilled, clerical, and professional work.

III. Attends morning staff meetings which provide in-service training.

A. Exchange of experiences.

B. Opportunity to meet with staff visitors from industry, government, and private agencies.

IV. Time for field visits to gain first-hand knowledge of occupations and industry.

V. Visit and evaluate students who are working on part-time jobs for school credit.

Functions of the employment counselor.

I. Assigned to one senior and two junior high schools.

A. Operating employment service.

B. Interviewing and counseling students.

C. Referring them to after-school, Saturday, vacation, and work experience jobs (this is known as the "4-4" jobs), full-time jobs upon graduation, or school drop-outs.

D. During school hours students are interviewed at the main office of the Student and Junior Division.

II. Acts as consultant for students and teachers.

A. Supplies vocational information.

B. Discusses long-range employment trends and opportunities. Each semester he is called upon to address classes and senior goal groups to answer their questions pertaining to employment.

Employers in need of part-time or experienced young workers place their orders with the Student and Junior Division. Employers' orders are assigned to school counselors on the basis of the proximity of the school to the employer, and the needs and interests of the students. Orders for large numbers of students are assigned to all of the employment counselors, and each school is given a quota to fill. A designated hard-to-fill order designating special qualifications may be assigned to all of the counselors in the hope that just the right applicant may be found.

The success of the school placement program in San Francisco is due to the mutual confidence between two public agencies who desire credit for their own agencies, and a desire to provide an adequate employment service for students and young inexperienced workers.

Samples of the various reports and forms used by this agency are shown on the following pages.

REPORT OF AFTER-GRADUATION PLANS
SAN FRANCISCO PUBLIC HIGH SCHOOL SENIORS
JUNE 1955

Compiled by

Department of Child Welfare
San Francisco Public Schools

Student Division
California Dept. of Employment

	TOTAL	%	BOYS	%	GIRLS	%
No. of graduates	2,402		1,190		1,212	
No. answering questionnaire	2,354	98	1,167	98	1,187	98
EDUCATION						
Plan to continue education	1,480	63	795	68	685	58
San Francisco City College	838		500		338	
S.F. State College	166		58		108	
University of S.F.	14		14			
S.F. College for Women	3				3	
University of Calif., Berkeley	192		111		81	
Other U. C. Campuses	6		3		3	
Stanford	31		23		8	
San Jose State	13		4		9	
Other colleges in state	50		29		21	
Colleges out of state	59		22		37	
Trade School	12		10		2	
Art or Music School	8		3		5	
Nurses' Training	26				26	
Business College	29		4		25	
Other	15		2		13	
Did not state	18		12		6	

EMPLOYMENT	WANT PERMANENT EMPLOYMENT*			ALREADY HAVE EMPLOYMENT		
	Total	Boys	Girls	Total	Boys	Girls
GRAND TOTAL	535	177	358	200	72	128
Office - Total	337	21	316	122	7	115
Typist	92		92	27		27
Stenographer	44		44	10		10
Clerk (filing, mail, shipping)	83	14	69	44	6	38
Bookkeeper (hand/machine)	22	1	21	20	1	19
Comptometer	20		20	4		4
Draftsman	7	6	1	3		3
Key Punch Opr.	30		30	3		3
Telephone Opr.	39		39	11		11
Retail - Total	40	16	24	24	14	10
Sales	29	7	22	13	7	6
Stock Clerk	11	9	2	8	7	1
Cashier-wrapper				3		3
Industrial - Total	121	119	2	27	27	
Auto mech. apprentice/helper	42	42		4	4	
Carpenters apprentice/helper	11	11				
Electricians apprentice/helper	12	12		2	2	
Machinists apprentice/helper	11	11		3	3	
Plumbers apprentice/helper	1	1		1	1	
Printers apprentice/helper	10	10				
Sheet Metal apprentice/helper	4	4				
Butchers apprentice/helper	5	5		7	7	
Driver	13	13		6	6	
Factory worker	8	6	2	2	2	
Construction worker	4	4		2	2	
Service - Total	10	7	3	6	4	2
Restaurant worker	7	6	1	6	4	2
Hospital worker	3	1	2			
Miscellaneous	11	6	5	18	17	1
Did not state	16	8	8	2	2	

*Exclusive of those who already have employment

PROBABLE PLANS FOR COMING YEAR	Total	Boys	Girls
GRAND TOTAL	139	123	16
Armed Service	122	121	1
Marriage	10		10
Travel	7	2	5

High Senior Survey
June 1955

School _____

NAME (Print) _____

BOY _____

GIRL _____ REG. _____

(Last Name) _____

(First Name) _____

ADDRESS _____

TEL. _____

CITY _____

STATE _____

(Permanent address most likely to reach you in the future)

PLANS FOR COMING YEAR - answer 1 or 2 or 3.

1. Do you plan to continue your education? Yes _____ No _____
If answer is "Yes", please complete PART I below.
Do you plan to work during summer vacation? Yes _____ No _____
Do you plan to work part-time while attending college? Yes _____ No _____
2. Do you plan to go to work? Yes _____ No _____
If answer is "Yes", please complete PART II or PART III below.
3. If you are not going to school or college and are not going to work,
what are your probable plans for the coming year? _____

PART
I

WILL CONTINUE EDUCATION

When do you plan to continue your educ.? Summer '55 _____ Fall '55 _____ Spring '56 _____
Which school or college?

Junior College _____

(Name) _____

Trade School _____

(Name) _____

College or Univ. _____

(Name) _____

Nurses Train. _____

(Name) _____

Business College _____

(Name) _____

Other _____

(Name) _____

PART
II

ALREADY HAVE PERMANENT FULL-TIME EMPLOYMENT after high school graduation

For what firm will you work? _____

What is your job? _____

Have you worked for this employer before? Yes _____ No _____

PART
III

WANT PERMANENT FULL-TIME EMPLOYMENT after high school graduation.

Use numbers 1, 2 and 3 to show your first three choices of job for which you are trained or which you would like. In square opposite first choice write (1), second choice (2), and third choice (3).

1. OFFICE

- a. Typist
b. Stenographer
c. Clerk (filing, mail, shipping)
d. Bookkeeper (hand or machine)
e. Draftsman
f. Comptometer
g. Key Punch Opr.
h. Telephone Opr.

2. RETAIL

- i. Sales
j. Stock Clerk
k. Cashier-wrapper

3. INDUSTRIAL

- l. Auto mechanics apprentice or helper
m. Carpenters " " "
n. Electricians " " "
o. Machinists " " "
p. Plumbers " " "
q. Printers " " "
r. Sheet Metal " " "
s. Butchers " " "
t. Driver
u. Factory worker
v. Construction worker

4. SERVICE

- w. Restaurant worker
x. Hospital worker
y. Laundry worker

5. WORK NOT LISTED ABOVE _____

If you wish to add information or explain choices, you may do so on reverse of blank.

Form 3

SCHOOL EMPLOYMENT SERVICE

REPORT ON INTERVIEW

Date _____

Name _____

Reg. No. _____

Did you go for the interview with the employer to whom you were sent? _____

yes _____ no _____
yes _____ no _____

Did you get the job? _____

Name of firm _____

Address _____

Comments _____

Thank you for the information. Please return this report to:

Employment Interviewer _____
Representing San Francisco Board of Education
California Department of Employment

2057

*Student leaves in a box for counselor.

FIGURE 20
REPORT ON INTERVIEW

High School

Check ☒ subjects below in which you have had training. Check twice ☒ ☒ the subjects which you like best.

Other training _____ Driver's license? Yes _____ No _____

What kind of job would you like now? 1st choice_____ 2nd choice_____

Do you wish to work: After School and Saturday _____; Saturday only _____; Vacation _____:

On a work experience job for school credit_____

Reason for Leaving

13-112-40 12M 7-1-53

SCHOOL RECORD FOR PLACEMENT

The information below, when checked, will assist the Student and Junior Division of the California Department of Employment immeasurably in finding suitable employment for graduates of your school. Data will be considered confidential.

STUDENT'S NAME _____ is seeking (permanent-- employment
(Last) (First) (vacation---)

Scholarship:

General Intelligence: High Average Low

Character traits:

Good Average Poor

	Good	Average	Poor		Good	Average	Poor	Reliability	_____
English	_____	_____	_____	Typing	_____	_____	_____	Work Habits	_____
Social sci.	_____	_____	_____	Short Hand	_____	_____	_____	Social Adj.	_____
Language	_____	_____	_____	Office Mch.	_____	_____	_____	Initiative	_____
Math.	_____	_____	_____	Mech. Draw.	_____	_____	_____		
Science	_____	_____	_____	Mach. Shop	_____	_____	_____	Attendance Record:	
Art	_____	_____	_____	Wood Shop	_____	_____	_____	Absent: Probably due to	
Music	_____	_____	_____	Auto Shop	_____	_____	_____	Rarely Home duties	_____
Domes. Sci.	_____	_____	_____					Occasion- Illness	_____
								ally Disinterest	_____
								Frequently	_____

Comments re special abilities, honors, etc: _____

Date _____ Signature _____ School _____

FIGURE 22

SCHOOL RECORD FOR PLACEMENT

San Francisco, California High School

SPECIAL PERMIT TO LEAVE SCHOOL

Name _____ H. R. _____ is to be excused

from school daily from _____ to _____


Reason _____

Permit Expires _____

Signed _____ Principal _____



FIGURE 23

SPECIAL PERMIT TO LEAVE SCHOOL

 SAN FRANCISCO UNIFIED SCHOOL DISTRICT
DEPARTMENT OF
BUSINESS AND DISTRIBUTIVE EDUCATION

This certifies that

has satisfactorily completed _____ hours of instruction in

 
Superintendent of Schools Coordinator
Distributive Education

Instructor _____ Date _____


13-050-55 3M 7-1-55 REV.  E221

FIGURE 24

STUDENT TRAINING CARD

INFORMATION ON WORK PERMITS FOR MINORS

SAN FRANCISCO PUBLIC SCHOOLS

1. Every employed minor under eighteen years of age must have a work permit.
2. It is the responsibility of the employer to see that a minor in his employ has a work permit.
3. Each permit is stamped with expiration date at which time it must be renewed.
4. The following work permits and identification cards are issued to minors by the Bureau of Attendance:
 - Form B6 Identification card (yellow) for high school graduates (without adequate proof of age).
 - Form B7 Identification card (green) for after school, Saturday, and vacation job.
 - Form B8 Identification and permit card (blue) for Saturday and vacation job.
 - Form B12 Permit to work (yellow) for minors 16-18 years of age (with adequate proof of age).
5. The following forms are for employers:
 - Form B2 Statement of prospective employer (white).
 - Form B3 Permit to employ—which is mailed to employer by Bureau of Attendance (white).
 - Form B4-1 Notice of employment of minor 16-18 years of age (original, white; duplicate, yellow).
 - Form B5 Notice of termination of employment (white).
6. Employers of minors 16-17 years of age should have a supply of:
 - Form B4-1 Notice of employment of minors 16-18 years of age.
 - Form B5 Notice of termination of employment.
7. Form B4-1 and Form B5 may be secured from the Bureau of Attendance, Board of Education, 93 Grove Street, San Francisco.
8. Further information on work permits may be obtained from Bureau of Attendance, HEmlock 4680.

MINOR	16-17 YEARS OF AGE		14-15 YEARS OF AGE	12-13 YEARS OF AGE
TYPE OF PERMIT	With birth certificate, baptismal certificate, or other adequate proof of age	Without birth certificate, baptismal certificate, or other adequate proof of age	With some proof of age	With some proof of age
1. For Regular full-time job				
a. High school graduate	1-a. Will be issued Form B12 by Bureau of Attendance.	1-a. After minor has a job in prospect, he will call at Bureau of Attendance for Form B2. This must be properly filled in and signed by employer and parent. When minor returns Form B2 to Bureau of Attendance, he will be issued Form B6.		
b. Continuation school student	1-b. Will be issued Form B12 by Continuation School.	1-b. After minor has a job in prospect, he will call at Continuation School for Form B2. This must be properly filled in and signed by employer, parent, and school. When minor returns Form B2 to Continuation School, he will be issued Form B6.		
2. For after-school, Saturday, and vacation jobs	2. Procedure as in 1-a above.	2. After minor has a job in prospect he will call at Bureau of Attendance for Form B2. This must be properly filled in and signed by employer, parent, and school. When minor returns Form B2 to Bureau of Attendance, he will be issued Form B7.	2. After minor has a job in prospect, he will call at Bureau of Attendance for Form B2. This must be properly filled in and signed by employer, parent, and school. When minor returns Form B2 to Bureau of Attendance he will be issued Form B7.	
3. For Saturday and vacation jobs only	3. Procedure as in 1-a above.	3. Will be issued Form B8 by the Bureau of Attendance.	3. Will be issued Form B8 by the Bureau of Attendance.	3. Will be issued Form B8 by the Bureau of Attendance.

FIGURE 25

INFORMATION ON WORK PERMITS FOR MINORS

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.....School

This notice of absence serves two purposes:

- (1) The reply card informs the school regarding the reason for absence and for how long it is likely to continue, and
- (2) if the occasion should arise that your child is absent without your knowledge, it serves to inform you of the fact.

The school is required to keep a written note on file giving the reason for each absence.

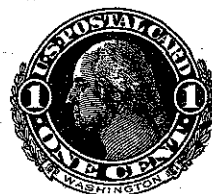
In case of truancy, parents are requested to visit the school and see the asst.-principal.

Your cooperation filling out and mailing this card will be appreciated.

THANK YOU.

.....
Supervisor of Child Welfare and Attendance

13-149-60 2M 7-1-52



THIS SIDE OF CARD IS FOR ADDRESS



San Francisco , California

Form SS-5
TREASURY DEPARTMENT
INTERNAL REVENUE SERVICE
(Revised 7-46)

APPLICATION FOR SOCIAL SECURITY ACCOUNT NUMBER
REQUIRED UNDER THE FEDERAL INSURANCE CONTRIBUTIONS ACT
READ INSTRUCTIONS ON BACK BEFORE FILLING IN FORM

DO NOT WRITE IN THE ABOVE SPACE

FILL IN EACH ITEM. **PRINT** IN BLACK OR DARK BLUE **INK** OR USE TYPEWRITER FOR ALL ITEMS EXCEPT SIGNATURE. IF THE INFORMATION CALLED FOR IN ANY ITEM IS NOT KNOWN, WRITE "UNKNOWN."

1 PRINT NAME YOU GAVE YOUR PRESENT EMPLOYER, OR IF UNEMPLOYED, THE NAME YOU WILL USE WHEN EMPLOYED		FIRST NAME		MIDDLE NAME. (IF YOU USE NO MIDDLE NAME OR INITIAL, DRAW A LINE —)		LAST NAME	
2 MAILING ADDRESS (NO. AND ST., P. O. BOX, OR RFD) (CITY) (ZONE) (STATE)				3 PRINT FULL NAME GIVEN YOU AT BIRTH			
4 AGE ON LAST BIRTHDAY		5 DATE OF BIRTH (MONTH) (DAY) (YEAR)		6 PLACE OF BIRTH (CITY) (COUNTY) (STATE)			
7 FATHER'S FULL NAME, REGARDLESS OF WHETHER LIVING OR DEAD				8 MOTHER'S FULL NAME BEFORE EVER MARRIED, REGARDLESS OF WHETHER LIVING OR DEAD			
9 (MARK (X) WHICH) MALE FEMALE SEX: <input type="checkbox"/> <input type="checkbox"/>		10 COLOR OR RACE (MARK (X) WHICH) (IF OTHER, SPECIFY) WHITE NEGRO OTHER <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		11 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY OR RAILROAD RETIREMENT NUMBER? YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW <input type="checkbox"/>			
12 BUSINESS NAME OF EMPLOYER. IF UNEMPLOYED, WRITE "UNEMPLOYED"				11 IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN			
12 EMPLOYER'S ADDRESS (No. AND STREET) (CITY) (ZONE) (STATE)				11 ALSO PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT			
13 TODAY'S DATE		14 WRITE YOUR NAME AS USUALLY WRITTEN (DO NOT PRINT)					

DO NOT WRITE IN THIS SPACE

16-5528-7

RETURN COMPLETED APPLICATION TO NEAREST SOCIAL SECURITY ADMINISTRATION FIELD OFFICE

FIGURE 27

APPLICATION FOR SOCIAL SECURITY ACCOUNT NUMBER

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

BUREAU OF ATTENDANCE

APPLICATION FOR PERMIT TO WORK

Social Security No. _____

Date _____, 19____

Name _____ Address _____ Telephone _____
Last First Zone City State

Date of Birth _____ Age _____ Birthplace _____
Month Day Year City State

Name of Father _____ Name of Mother _____

Name of School _____ Grade _____

Where Are You Going to Work? _____

Address _____

Kind of Work _____ Wages _____

Time of Work During Week _____

Time of Work Saturday _____ Time of Work Sunday _____

13-015-15-30M-7-1-54

FIGURE 28

STUDENT'S APPLICATION FOR PERMIT TO WORK

APPLICATION FOR WORK

YOU ACCEPT WORK?

ANYWHERE
IN STATE? ☐

OUT OF
STATE? ☐

WHAT KIND OF WORK DO YOU WANT?

1ST CHOICE?

2ND CHOICE?

LIST BELOW YOUR PRINCIPAL WORK EXPERIENCE. INCLUDE ANY SERVICE IN THE ARMED FORCES

NAME OF EMPLOYER (LIST EMPLOYER AND WORK BACKWARD)	3. HOW LONG DID YOU WORK?	4. DATE YOU LEFT	5. WHAT WAS YOUR RATE OF PAY?	6. DESCRIBE THE WORK YOU DID: MACHINES AND TOOLS USED	26. FOR DEPT. USE
STATE:					
STATE:					
STATE:					
STATE:					
STATE:					

USE)

4	5	6	7	8	9	A	C	F	H	PT	FE	B	D	VI	CL
---	---	---	---	---	---	---	---	---	---	----	----	---	---	----	----

NAME—LAST FIRST INITIAL

STREET ADDRESS (OR BOX NO.) CITY

NUMBERS WHERE YOU CAN BE REACHED 11. HOW LONG IN THIS AREA? 12. SINGLE ☐ WIDOWED ☐
MARRIED ☐ DIVORCED ☐
SEPARATED ☐

OUR BIRTH: 14. WHERE WERE YOU BORN? 15. YOUR HEIGHT 16. YOUR WEIGHT

LONG TO A UNION, GIVE NAME AND NUMBER (OR PROFESSIONAL SOCIETY IF APPROPRIATE)

NAME OF UNION LOCAL AFL ☐ CIO ☐ OTHER ☐

AVE A CAR? 19. IF NEEDED FOR WORK DO YOU HAVE TOOLS? LICENSE? WHAT LICENSE?
NO ☐ YES ☐ NO ☐ YES ☐ NO ☐

HIGHEST SCHOOL GRADE COMPLETED 21. COLLEGE, BUSINESS OR TRADE SCHOOL ATTENDED
5 6 7 8 9 10 11 12 1 2 3 4 5 COLLEGE

LEFT SCHOOL

SUBJECTS OR VOCATIONAL COURSES DEGREES

HAVE ANY PHYSICAL LIMITATIONS OR TIES? 24. WAR VETERANS: GIVE SERVICE DATES

SPECIAL SERVICES ARE AVAILABLE

IAL SECURITY NUMBER

DO YOU HAVE A SERVICE CONNECTED DISABILITY? YES ☐ NO ☐
VERIFIED (DATE)

PLEASE DO NOT WRITE BELOW IN SPACES THIS SIDE OF HEAVY LINE

28. OCCUPATIONAL TITLE CODE

29. SKILLS, KNOWLEDGES, ABILITIES, AND PROFICIENCY TEST RESULTS

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APPLICATION FOR WORK

DEPT WORK?		WHAT KIND OF WORK DO YOU WANT?			
WHERE STATE? <input type="checkbox"/>	OUT OF STATE? <input type="checkbox"/>	1ST CHOICE?		2ND CHOICE?	
LOW YOUR PRINCIPAL WORK EXPERIENCE. INCLUDE ANY SERVICE IN THE ARMED FORCES					
EMPLOYER	3. HOW LONG DID YOU WORK?	4. DATE YOU LEFT	5. WHAT WAS YOUR RATE OF PAY?	6. DESCRIBE THE WORK YOU DID: MACHINES AND TOOLS USED	26. FOR DEPT. USE
YER AND WORK BACKWARD)					
STATE:					
STATE:					
STATE:					
STATE:					

6	7	8	9	A	C	F	H	PT	FE	B	D	VI	CL	PLEASE DO NOT WRITE BELOW IN SPACES THIS SIDE OF HEAVY LINE		
LAST FIRST INITIAL													28. OCCUPATIONAL TITLE		CODE	
ADDRESS (OR BOX No.) CITY																
E YOU CAN BE REACHED													11. HOW LONG IN THIS AREA?		12. SINGLE <input type="checkbox"/> MARRIED <input type="checkbox"/>	WIDOWED <input type="checkbox"/> DIVORCED <input type="checkbox"/> SEPARATED <input type="checkbox"/>
14. WHERE WERE YOU BORN?				15. YOUR HEIGHT				16. YOUR WEIGHT					29. SKILLS, KNOWLEDGES, ABILITIES, AND PROFICIENCY TEST RESULTS		30. CONTACT DATES	
UNION, GIVE NAME AND NUMBER (OR PROFESSIONAL SOCIETY IF APPROPRIATE)													29. SKILLS, KNOWLEDGES, ABILITIES, AND PROFICIENCY TEST RESULTS		30. CONTACT DATES	
OF UNION LOCAL AFL <input type="checkbox"/> CIO <input type="checkbox"/> OTHER <input type="checkbox"/>																
19. IF NEEDED FOR WORK DO YOU HAVE TOOLS? LICENSE? WHAT LICENSE?																
YES <input type="checkbox"/> No <input type="checkbox"/> YES <input type="checkbox"/> No <input type="checkbox"/>																
HIGHEST GRADE COMPLETED 1 2 3 4 5 COLLEGE													21. COLLEGE, BUSINESS OR TRADE SCHOOL ATTENDED			
VOCATIONAL COURSES													DEGREES			
PHYSICAL LIMITATIONS OR													24. WAR VETERANS, GIVE SERVICE DATES			
SERVICES ARE AVAILABLE)													ENTERED		SERIAL NO.	
ITY NUMBER:													RELEASED		BRANCH OF SERVICE	
													DO YOU HAVE A SERVICE-CONNECTED DISABILITY?		YES <input type="checkbox"/> NO <input type="checkbox"/>	
													VERIFIED		(DATE)	

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STATEMENT OF PROSPECTIVE EMPLOYER OF MINOR

Date _____

I intend to employ _____ Address _____
Name of minor

Minor will be required to work as _____
Kind of work—describe in detail

Type of industry _____ Wages _____

Work to be done by minor will be ☐ when school is in session; ☐ out of school hours

Between the hours of _____ a.m. to _____ a.m. and _____ p.m. to _____ p.m.

Number of hours on Saturday _____ Sunday _____ Total hours per week _____

He/she may attend Continuation Education Classes on: Day _____ Hours—from _____ to _____

[[SIGNED]] _____
Employer Firm Name

Address _____

STATEMENT OF PARENT OR GUARDIAN

The above-named minor will be employed with my full knowledge and consent.

Date _____

SIGNATURE OF PARENT OR GUARDIAN

FIGURE 31

STATEMENT OF PROSPECTIVE EMPLOYER OF MINOR

CHAPTER X

SUMMARY

An analysis and summary of existing services in San Francisco School District indicates the City is making an organized and extensive effort to provide education for all of its children. In order to do this, many kinds of services are required under several administrative officers mentioned in this study.

In a city the size of San Francisco employing 3,817 teachers, the dissemination of information is very difficult, and it is possible for children to escape needed referral because individual teachers are insufficiently informed. This study is an attempt to organize significant data in such a way as to make information available. It is thereby hoped that the individual child with a particular problem can reach the special services he needs without undue delay.

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APPENDIX A

EDUCATION CODE OF CALIFORNIA

EDUCATION OF PHYSICALLY HANDICAPPED MINORS

- 9601 Physically handicapped minor means a physically defective or handicapped person under the age of 21 years who is in need of education.
- 9601.1 Any school district furnishing education to physically handicapped minors shall furnish such education to all such handicapped minors actually living within the district five or more days a week, although their legal residence may be outside the district.
- 9602 Any minor who, by reason of a physical impairment, can not receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual. Minors with speech disorders or defects shall be considered as being physically handicapped.
- 9603 No minor shall be required to take advantage of the special provision for the education of physically handicapped minors if the parent or guardian of the minor files a statement with the governing board of the school district showing that the minor is receiving adequate educational advantages.
- 9604 Physically handicapped minors may be instructed in special classes, in hospitals, sanatoriums, or preventoriums in the home through the employment of home instructors, by cooperative arrangement with the Bureau of Vocational Rehabilitation of the State Department of Education or by any means approved by the State Department of Education.
- 9609 Physically handicapped minors may be admitted at the age of three years to special schools or classes established for such minors.
- 9608 Necessary care may be provided during school hours for pupils whose attendance has been irregular because of physical handicaps, and such employees as may be employed to provide the care.

- 9611 Special classes or individual instruction provided for tuberculous, pretuberculous, convalescent, or other physically handicapped minors in hospitals, sanatoriums and preventoriums, may be maintained in the institutions within or without the school district, and the attendance of pupils in the institutions shall be credited to the district providing the instruction.
- 9613 The State Department of Education may prescribe minimum standards for the special education of physically handicapped minors. No apportionment of State funds shall be made by the Superintendent of Public Instruction to any school district on account of the instruction of physically handicapped minors unless the standards prescribed for the instruction are complied with.
- 9643 Attendance of physically handicapped pupils in a graded special class for the same number of minutes as constitute a day of attendance in the same grade of regular classes shall constitute a day of attendance. Each clock hour of teaching time devoted to individual instruction of physically handicapped pupils shall be as one day of attendance.
- 6851 Attendance of physically handicapped pupils in a graded special class for the same number of minutes as constitute a day of attendance in the same grade of regular classes shall constitute a day of attendance. Each clock hour of teaching time devoted to individual instruction of physically handicapped pupils shall count as one day of attendance. The average daily attendance of all physically handicapped pupils shall be computed by dividing the total number of days of attendance of the pupil by days taught in regular schools of the district.
- 6851.1 With respect to physically handicapped pupils given instruction at home or in a hospital, each clock hour of teaching time devoted to the individual instruction of such pupils shall count as one day of attendance. No pupil shall be given instruction for more than three hours in any given day or credited with more days of attendance during any fiscal year than the number of days the regular day school of the district were maintained during such fiscal year.

- 7101.1 The superintendent of public instruction shall allow to each school district an amount equal to the excess current expense of education to such district of educating physically handicapped minor pupils but not in excess of four hundred dollars (\$400.00) for each unit of average daily attendance of physically handicapped minor pupils in the district during the next preceding fiscal year.
- 7101.2 The superintendent of public instruction shall allow to the county school service fund of each county an equal amount to the excess current expense of education to the county superintendent of education of physically handicapped minor pupils but not in excess of four hundred dollars (\$400.00) for each unit of average daily attendance of physically handicapped minor pupils educated by the county superintendent of schools during the preceding fiscal year.
- 9610 The governing board of a school district may establish regulations determining who can profit by and who shall receive the special instruction provided by this article. The regulations shall be subject to such standards as may be prescribed by the State Department of Education.
- 9651 Whenever a school district maintains a school or classes at a tuberculosis ward, hospital or sanatorium established and maintained by a county or group of counties, any minor who has been admitted to such ward, hospital or sanatorium is, if otherwise qualified, eligible to attend such school or classes, but shall be deemed to be, for the purpose of this code, a resident of the school district in which he resided prior to his admission to such tuberculosis ward, hospital or sanatorium.
- 17251 Every parent, guardian, or other person having control of any minor over five years of age and less than 20 years of age who, by reason of deafness or impaired hearing, is unable to benefit materially by the methods of instruction in use in the public schools, shall send the minor to a school or class for the deaf maintained by a school district or by the state for the full time for which the school or class is in session. The minor shall attend the school or class year after year until

completion of the prescribed course of study or until discharged for good reason by the principal or other person in charge of the school or class with the approval of the governing board.

- 9607.2 The governing board of any school district and the county superintendent of schools of any county maintaining a school or special classes for minors who are cerebral palsied, orthopedically handicapped, visually handicapped, or aurally handicapped may enter into an agreement for the education, under such terms and conditions as are set forth in such an agreement, by such county superintendent of schools of such minor's residence in the district.
- 9607 The governing board of a school district may provide for the physically handicapped pupils and shall provide transportation for those pupils whose physical handicaps prevent their walking to school.
- 9801 Mentally "retarded minors" means all minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.
- 9801.1 The education of mentally retarded minors who are of compulsory school age and who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted shall be provided for.
- 17252 Every attending or consulting physician who examines any child under twenty years of age found to be totally deaf, or with impaired hearing, as defined by the State Board of Education shall report at once to the Department of Education the name, age, residence, and name of the parent or guardian of the minor.
- 9607.3 The governing board of any school district may enter into an agreement with the county superintendent of schools for the education in remedial classes for a portion of a class period. The cost of such education to the school district shall not exceed the actual cost thereof to the county superintendent of schools.

16482 The governing board of any school district shall subject to section 16483 provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district. The test shall be adequate in nature and shall be given only by duly qualified supervisors of health employed by the district, or by certificated employees of the district or of the county superintendent of schools who possess the qualifications prescribed by the State Board of Education or by contract with a duly authorized agency, or accredited schools or colleges of optometry, osteopathy, or medicine. The records of the tests shall serve as evidence of the need of the pupils for the educational facilities provided physically handicapped individuals. The equipment necessary to conduct the tests may be purchased or rented by governing boards of school districts. The State, any agency, or political subdivision therefore may sell or rent any such equipment owned by it to the governing board of any school district upon such terms as may be mutually agreeable.

16482.1 A person employed by a school district in a position requiring certification qualifications who holds valid special credentials for teaching lip-reading may, subject to section 16483, test the hearing of pupils of the district through the use of an audiometer for the purpose of detecting pupils with impaired hearing.

Article 9

9121 The governing board of any school district, may employ teachers known as "home teachers" not exceeding one teacher for every 500 units of average daily attendance in the elementary or high schools of the district as shown by the report of the county superintendent of schools for the next preceding school year.

9122 The home teacher shall work in the homes of the pupils instructing children and adults in matters relating to school attendance and preparation therefor, in sanitation, in the English language, in household duties, such as purchase, preparation, and use of food and clothing, and in the fundamental principles of the American system of government and the rights and duties of citizenship.

- 9614 On and after September 1, 1955, no person shall be employed to teach blind, partially seeing, deaf, hard of hearing, speech handicapped, or orthopedically handicapped minors in a special day or remedial class for such minors who does not hold a valid credential authorizing such teaching.
- 1662.7 Any child who is blind or deaf or partially blind or deaf to any extent which renders him incapable of receiving instruction in the regular elementary or secondary schools, but whose mental condition is such as to permit application to study be exempted from the provision of this chapter only when he is resident of a city, city and county, or school district which does not maintain special classes for the admission of such pupils and when he may not be admitted to the State School for the Blind, or State School for the Deaf, but shall be exempted only upon the written approval of the superintendent of schools of the county.

Article 21. Special Training Schools and Classes for Mentally Retarded Minors Coming Within the Provisions of Education Code, Section 9801.2.

- 196 Establishment of Special Training Schools and Classes. Special training schools and special training classes for the education and training of mentally retarded minors who come within the provisions of Education Code Section 9801.2 may be established by the governing boards of elementary, high school, or unified school districts and by county superintendents of schools pursuant to Chapter 11 of Division 4 of the Education Code and this article.
- 197 Eligibility of Pupils. The eligibility of a minor for admission to any such school or class shall be determined by properly certificated and qualified psychological and medical examiners. The following criteria shall serve as minimum eligibility requirements.
- (a) General. A child must not come within the provisions of Education Code Section 9801.1
 - (b) Physical Condition. A child must:
 - (1) Be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk;

- (2) Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities;
- (3) Be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

(c) Mental, Emotional, and Social Development.
A child must:

- (1) Be able to communicate to the extent that he can make his wants known and to understand simple directions;
- (2) Be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group;
- (3) Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

198 Admission. The responsibility for the assignment of a minor to a special school or class maintained by a school district shall rest with the administrative head of the school district or an employee of the district designated by him. The assignment of a minor to or continuation in a special class shall be made upon the recommendation of an admissions committee, composed of the school psychologist, the school physician and/or nurse, the minor's teacher, and any other professional person designated by the person responsible for making such assignment. The assignment of minors may be conditional, subject to review by the admissions committee. In cases where doubt exists, a child should be given a trial placement.

199 Size of class. The maximum enrollment for any such class shall be 12 pupils per teacher.

199.1 Instruction. Methods of instruction and training used in each such school or class shall be designed to educate and train severely mentally retarded children to further their individual acceptance,

social adjustment, and economic usefulness in their homes and within a sheltered environment. Such methods shall be approved by the administrative head of the school district or the county superintendent of schools maintaining the school or class.

- 199.2 Grade placement. Pupils in such schools and classes shall be grouped on a basis of social competence rather than by grade level.
- 199.3 Supervision. Adequate supervision shall be provided for all such schools and classes. The superintendent, the building principal, special supervisors and classroom teachers should work cooperatively to establish a helpful plan of supervision.
- 199.4 Case studies. Individual case study records shall be kept of all pupils placed in such schools or classes.
- 199.5 Length of School Day. For apportionment purposes, 180 minutes, inclusive of recess, shall constitute a minimum school day. No child shall be credited with more than one day of attendance in any one calendar day.

APPENDIX B

CALIFORNIA ADMINISTRATIVE CODE

Transportation Provisions

5 Cal. Adm. Code 1320

Definitions: These definitions apply to deaf, blind, cerebral palsy, and orthopedically handicapped pupils transported to and from special day school classes, the expense of such transportation being reimbursable subject to the provisions of Education Code Section 7018.1 or 7018.2.

(a) Deaf. The deaf, for the purpose of this article, shall consist of those children (1) whose hearing losses ran from 70 or 75 decibels in the speech range to inability to distinguish more than one or two frequencies at the highest range to inability to distinguish more than one or two frequencies at the highest measurable level of intensity in the better ear resulting in not being able to understand, and acquire, speech and language through the sense of hearing even when sound amplification is provided, (2) whose hearing losses average 50 or more decibels in the speech range in the better ear and who, having had a sustained loss from very early childhood or babyhood, do not learn language and speech through the unaided ear, and (3) those diagnosed by a hearing specialist as being deaf.

(b) Blind. The blind, for the purpose of this article, shall consist of those children (1) whose visual acuity in the better eye after the best possible correction is 20/200, or (2) whose peripheral field is contracted to such an extent that the widest diameter subtends an angle no greater than 20 degrees or (3) whose vision shows an equally handicapping visual defect, or (4) those diagnosed by an eye or vision testing specialist as being blind or having a condition leading to early blindness.

(c) Orthopedically Handicapped. Upon diagnoses by a competent physician, the orthopedically handicapped for the purpose of this article, shall consist of those children whose locomotion has been seriously impaired by crippling due to (1) infection, such as bone and joint tuberculous, osteomyelitis, etc. (2) birth injury,

injury, such as Erb's palsy, bone fractures, etc.
 (3) Congenital anomalies, such as congenital amputation, clubfoot, congenital dislocation, spina bifida, etc.
 (4) traumatic, such as amputations, burns, fractures,
 (5) tumors, such as bone tumors, bone cysts, (6) developmental diseases, such as coxa plana, spinal osteochondritis and (7) other conditions, such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' disease, etc., and which condition requires enrollment in special schools and classes and transportation to such special schools or classes.

(d) Cerebral Palsied. The cerebral palsied for the purpose of this article shall consist of those children who have been diagnosed by competent physicians as having an impairment of motor function by injury to certain portions of the brain which govern muscular control and causing such conditions as spasticity, athetosis, ataxia, rigidity, and tremor to the extent that they must be provided special transportation to a special day class.

This section is only applicable to deaf, blind, orthopedically handicapped and cerebral palsied pupils transported to and from special day classes on or after effective date of this regulation.

5 Cal. Adm. Code 331

An applicant for the special secondary credential for teaching the partially sighted child shall comply with the procedure for application and shall have completed a program including the following minimum requirements:

(a) Possession of a valid California teacher's certificate, credential of life diploma of general elementary or general secondary grade or completion of four years of college or university work and two years of experience in education work in sight saving.

(b) Twelve semester hours, or the equivalent, of professional work in sight saving including:

- (1) Directed teaching of the partially sighted child, semester hours.
- (2) Six semester hours or the equivalent, in sight saving methods, including hospital

and clinical procedures and physiology of the eye.

(c) Possession of personal characteristics indicating probability of successful teaching of handicapped children, verified by an original letter from an administrator directly responsible for supervising the applicant.

5 Cal. Adm. Code 332

The special secondary credential for teaching the partially sighted child authorizes the holder to teach partially sighted children in elementary and secondary schools.

5 Cal. Adm. Code 286

An applicant for the special secondary credential for teaching the blind shall comply with the procedure prescribed for application and shall have completed a program including the following minimum requirements:

(a) Possession of a valid California teacher's certificate credential of diploma of general elementary or general secondary grade, or completion of four years of college or university work and two years of experience in educational work with the blind.

(b) Eighteen semester hours or the equivalent, of professional work in teaching the blind, including:

- (1) Directed teaching of the blind, four semester hours.
- (2) Six semester hours, or the equivalent, in study of Braille.
- (3) Eight semester hours, or the equivalent, in methods in special education and in courses dealing with or related to special education for the blind.

(c) Possession of personal characteristics indicating probability of successful work with handicapped children verified by an administrator directly responsible for supervising the applicant.

5 Cal. Adm. Code 291

An applicant for a special secondary credential for teaching the deaf shall comply with the procedure prescribed for application and shall have completed a program including the following minimum requirements:

(a) A standard college course, with a bachelor's degree, or the equivalent, including one full year of training in an accredited training center for teaching the deaf.

(b) Two years of successful experience in teaching the deaf, or two years of successful experience in school, or possession of a valid California teaching credential of general elementary or general secondary grade, or four semester hours of directed teaching of the deaf.

5 Cal. Adm. Code 311

An applicant for the special secondary credential for teaching hard-of-hearing children shall comply with the procedure prescribed for application and shall have completed a program including the following minimum requirements:

(a) Possession of a valid California teacher's credential or life diploma of general elementary or general secondary grade.

(b) Two years of successful teaching experience or the completion of eight semester hours of directed teaching of which at least four semester hours shall have been in lipreading.

(c) Twelve semester hours or the equivalent with emphasis upon the technique of normal speech, mental hygiene, correction of speech defects, problems of the hard-of-hearing child, materials of instruction, theory and methods of teaching of lipreading.

5 Cal. Adm. Code 501

An applicant for the special secondary credential for teaching the mentally retarded shall comply with

the procedure prescribed for application and shall have completed a program including the following requirements:

(a) Possession of a valid teaching document of the kindergarten-primary, general elementary, junior high school, or general secondary type.

(b) Completion of eighteen semester hours of professional training from the following fields:

(1) Required subject group

- A. Growth and development
- B. Psychology or education of exceptional children
- C. Curriculum and methods of teaching the mentally retarded
- D. Arts and crafts
- E. Directed teaching with the mentally retarded

(c) Teachers who have had successful experience in teaching special classes for the mentally retarded may, when making initial application, substitute a maximum of three years of such experience for professional training specified in (b) at the rate of one year of experience for four semester hours.

5 Cal. Adm. 356

An applicant for the special secondary credential in correction of speech defects shall comply with the procedure prescribed for application and shall have completed a program including the following minimum requirements:

(a) Possession of a valid California teacher's certificate, credential, or life diploma of elementary or secondary school grade.

(b) Two years of successful teaching experience or four semester hours of superior directed teaching completed in an approved teacher education institution.

(c) Personal characteristics indicating probable success in teaching handicapped children.

(d) Twelve semester hours of special work.

APPENDIX C

WELFARE AND INSTITUTIONS CODE AND LAWS RELATING
TO SOCIAL WELFARE

Article 5--Juvenile Halls

667 The Board of Supervisors may provide for the establishment and maintenance of an elementary public school and of a secondary public school in connection with the juvenile hall. The board, by ordinance, may provide for the establishment and maintenance of school facilities in the juvenile hall, and such schools shall be maintained by respective governing boards of the elementary school district and of the high school district in which the juvenile hall is situated.

667.1 The Board of Supervisors may, by ordinance, provide that schools established and maintained pursuant to Section 667 shall be maintained by the county superintendent of schools and shall have the same powers and duties with respect to such schools as the governing board of a school district would have were said schools maintained by the school district under the provisions of this article, and the county board of supervisors shall have the same powers with respect to such schools as though the schools were maintained by a school district under the provisions of the article.

668 Such schools shall be conducted in the same manner and under the same condition, as nearly as possible, as are other elementary and secondary schools of the school district except that they shall not be closed on school days, to-wit: Monday, Tuesday, Wednesday, Thursday, Friday of each school week during the calendar year, except on school holidays, the day or days which the teachers' institute is in session and the week in which Christmas occurs. Each school board, however, may close its school when it deems such closing necessary.

APPENDIX D

ADMINISTRATIVE CODE OF THE SAN FRANCISCO

UNIFIED SCHOOL DISTRICT

Rule 9, Section D.

a. Child welfare, which shall include services of counseling, child guidance, junior placement, attendance, and the instruction of atypical and handicapped pupils; the group of services shall be administered by a coordinator who shall be responsible to the associate superintendent of instruction.

Rule 10

The child welfare services shall be administered by the coordinator of that subdivision as part of a unified program of instruction and care, shall be made available in appropriate forms to all schools in terms of the needs for such services to supplement classroom teaching and care and as a means of administering attendance and of assisting young people in the preparation for an entrance upon careers.

a. Guidance service shall include the development, use, and careful supervision of a system of personal individual pupil records, open only to teachers involved and other properly interested persons, for use as a basis for classroom teaching and management, and for placement work; it shall include personal and group counseling and advice to the children and parents; its facts and knowledge of counselors shall be made available at all points in the teaching and the administration of the school where they may be pertinent to proper child care or to sound school government.

b. Attendance service shall administer the compulsory attendance laws for the district; it shall develop and maintain a school census with a system of records suited to this end and to the practical administrative needs of individual schools and coordinated with the school record system; it shall prepare reports in accordance with state requirements and with the needs of the school system; it shall provide prompt attendance service to individual schools upon request and in this service shall cooperate with each school in a manner consistent with the school's program of guidance, care, and instruction.

c. Junior placement service, in cooperation with the guidance services, shall provide for long-time studies of the occupational needs and capacities of children, for advice to schools, curriculum committees, and librarians, bearing upon preoccupational studies and reading and for assistance in locating suitable positions, and for supervision of students during employment.

d. Instruction for atypical and handicapped children shall provide specialized types of instruction at Alta Vista, Sunshine, and Gough Schools and for similar groups of children throughout the system; such instruction shall be highly individualized in content and in method; it shall stress safety, care, and development, and shall not be concerned with standards of achievement except as such standards may be developed within the groups concerned. These types of instruction shall be developed and continuously improved through the cooperation of the curriculum and learning aids services and the child welfare services.

e. Child guidance service shall provide facilities and personnel for testing, investigating, and studying children referred to it. The service shall recommend proper instruction, care, and treatment of these children to teachers, parents, and others.

APPENDIX E

San Francisco Unified School District

DIVISION OF SPECIAL EDUCATION

DATA FOR 6B AUDIOMETER TESTS

NAME

DATE

SCHOOL

GRADE

WHY REFERRED

ATTENTION IN CLASS

NUMBER OF GRADES REPEATED

STANDARD OF WORK

REMARKS

FIGURE 32
DATA FOR 6B AUDIOMETER TESTS

AN ACTUAL SCHEDULE

MEMORANDUM TO: Principals of Elementary, Junior High,
and Senior High Schools

FROM: Margaret Holland, Supervisor of Guidance

RE: Interschool Coordination Program

Make plans together early in the term so that time is allowed for all activities. Please note the following dates for the 1955 Fall Term.

October 10 - Nov. 4 - Distribution to 8th grade elementary and junior high schools of "preprogramming Information on Courses Offered Incoming L9 and L10 students."

Nov. 7 - Nov. 14 - H8, H9 Students to SENIOR HIGH SCHOOL - Inter-School Assignment Cards for SENIOR HIGH ENTRANCE in the Spring are to be signed by parents and returned to the school. Pertinent information is then to be added by teachers. Cards are to be held in lower division school until the Conference Visits with upper division counselors of the district. Cards for the students scheduled to attend high school outside the district should be sent by mail previous to Conference Visit Day or Orientation Day.

Nov. 9 - Nov. 18 - H6 Students to Junior High School - ELEMENTARY PERSONAL DATA CARDS are to be filled out for all H6 students. Children of ungraded classes going on to the next level school are to be included in the directions. These cards are to be held in the elementary school until the Conference Visit with junior high school counselors. Please note on the card any information that will be helpful in programming the child in music in the next level school.

Letters regarding promotion should be sent home, signed by the parents, and returned to the school before the Christmas vacation.

Nov. 15---Telephone Calls - Higher division schools will call lower division schools to ascertain approximate number of boys and girls to enter the new school in February 1956. Important!!! - Have information ready so as to conserve time and energy by eliminating extra repeat telephone calls.

Nov. 22 or Last Day of Term - Proposed Orientation Days for Elementary School H6 Students to go to assigned junior

schools for Orientation as planned between the schools concerned.

Nov. 30 - Senior High School selection may not be changed after this date.

Dec. 7 (Wednesday) - 1 p.m. - 3.10 p.m. - Orientation Day - Students may go to high schools selected for orientation as planned between the schools concerned.

Nov. 21 - Dec. 9 (3 weeks) - Conference Visits. Representatives from upper division schools visit lower division schools of district to discuss individual graduates-to-be; their problems, their outstanding successes, their talents, abilities, etc. - for the purpose of planning for better pupil adjustment in the new school for Spring Term 1956. If 3 weeks do not allow sufficient time, schools may plan for a Conference Day in the week preceding or following the scheduled time.

Jan. 18 - Jan. 27 - Exchange of Cumulative Guidance Folders - Cumulative Guidance Folders that are not sent direct to the schools are to be put in the School Delivery Pick-up within these specified dates. On packages of Folders please write:

From: (name of your school)
To: (name of school to which package is
to be sent)

September, 1955

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
DEPARTMENT OF CHILD WELFARE

MEMORANDUM TO: Principals and Head Counselors - Secondary
Schools
Principals and Asst. Principals - 8th Grade
Elementary Schools

INTERSCHOOL COORDINATION PROGRAM

December 8, 1954 - 9 a.m. - 12 noon - Orientation Day

All students planning to go to senior high schools out of district will visit the selected high schools for program checking and orientation. Counselors should accompany groups wherever possible and should take the Interschool Assignment and Preprogram Cards with them to the high schools. Children do not handle these cards.

Where there are but two or three students to visit a high school and no counselor plans to accompany them, the Interschool Assignment and Preprogram Cards should be sent by mail previous to this Orientation Day. Conferences between the counselors can then take place as needs arise.

This plan offers opportunities for junior high school counselors to visit senior high schools in various parts of the city. Before taking advantage of the opportunity, it is suggested that the counselors refer to "Suggestions Related to Interschool Coordination," Page 3, Section IID.

A memorandum to Junior and Senior High School Principals and Assistant Principals, dated November 6, 1953, from Dr. Edward H. Redford states:

"At a recent meeting of the junior and senior high school principals, we agreed that the date beyond which no transfers are permitted should be set for one week before the visiting day -- and we agreed to rename this officially as "Orientation Day" -- instead of being set for that day itself.

To re-enforce this ruling, the A.A.A. has inserted a rule in its regulations making a boy ineligible for athletics who transfers later than this date. (With the exceptions stated as part of item number one.)"

Margaret Holland,
Supervisor of Guidance

MH:da
October 22, 1954

SPECIFIC SAN FRANCISCO PROGRAM, M. HOLLAND

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, CaliforniaSuggestionsI. Interschool Visiting of Faculty Members

A. Purposes

1. To become acquainted with personnel and school plant
2. To see children at work and play; to observe types of programs made for individual children; to note pupils' progress and the follow-up process
3. To witness procedures, methods, etc. in carrying out curricula requirements
4. To discover the scope and sequence of the subjects taught.

II. Interschool Visits of Faculty Members and Pupils

A. Planned visits of higher division schools to lower division schools

1. Purposes of these visits are:

- (a) to meet with the children and tell of and answer questions about upper division school activities, subjects, school organization, etc.
- (b) to acquaint teachers and parents with the opportunities offered in a junior high school
- (c) to meet in conference with principals, assistant principals, teachers and/or counselors to discuss individual graduates-to-be; their problems, their abilities, their talents, etc.
- (d) to observe the prospective graduates, as well as other children, as they go about their work and play.

2. Some activities that may be experienced are:

- (a) to have a former pupil of the elementary school return to tell the sixth graders of his work, etc. at junior high; to answer questions, etc.
- (b) to have pupils of junior high clubs visit and portray opportunities offered - debating, physical fitness, social clubs, drama, music, etc.
- (c) to have junior high school officers attend an elementary school student body meeting and tell of some interesting activity in the junior high.
- (d) to have a Quiz Program, with junior high and elementary school pupils participating.
- (e) to meet teachers of L7 subjects and hear from them about specific subjects and requirements.

B. Planned visits from lower division schools to upper division schools

1. Purposes of these visits are:

- (a) to acquaint incoming pupils with new school plant and with school personnel.
- (b) to endeavor to make the transition from one school to another a gradual one by stressing similarities rather than differences.

2. Some pupil activities that may be experienced at these visits are:

- (a) to view exhibits showing evidences of different kinds of activities as well as work done by various classes.
- (b) to make classroom visits so as to become aware of the work of various classes as well as the location of certain rooms.

- (c) to attend an assembly, preferably the lower grade assembly (seventh).
- (d) to participate in an assembly.
- (e) to attend a council meeting at which the principal, assistant principal, counselors, homeroom teachers, and student body officers are present (preferably when school plans are being made or evaluated).
- (f) to meet the "Big Brothers" and "Big Sisters" who will be the assistants to the new pupils when the new term begins.
- (g) to tour the building with students as guides (streamline tour).
- (h) to participate in a Quiz Program in which questions asked by visiting pupils will be answered.
- (i) to meet the teachers of the required freshmen subjects and to get an overview of these subjects.
- (j) to attend a short program depicting the scope of the work in different subjects, preferably at L7--H7 levels.
- (k) to have student body officers of elementary schools attend student body meetings in junior high schools and report back to their own sixth grade.
- (l) to allow individual pupils to spend a day in junior high school, where such plan would be of value to the child - or a class spend a day as has been done in several situations.

C. Programs for new pupils.

1. Programs for junior high are based on knowledge obtained at conferences held with teachers and pupils as well as the information to be had from the transfer cards. The

most important is the conference
(see Section II, 1.b.)

D. Parents' introduction to the new school

1. P.T.A. meeting or a meeting of parents of H6 grade children in the elementary school, at which administrators and counselors of junior high school are presented and the guidance program explained.
2. Reception to mothers of incoming freshmen (preferably held at the junior high school following an Educational Program or during Public Schools Week, etc.)
3. An assembly - featuring work and activities of the school - to which parents of H6 grade children are invited. May be planned for the same day that the H6 children are to be present.
4. Tour of the building on Open House Day, etc., as part of the regular program.

E. In addition to information obtained at school conferences and through the Personal Data Cards, completed cumulative guidance folders are sent to the junior high school as an added help to the counselor:

- (a) in carefully planned subject groupings
- (b) in carefully planning homeroom groupings
- (c) in planning her work for the new term
- (d) in providing sufficient pupil assistants to aid freshmen during the first weeks of the new term.

The above plan provided for a visit to each neighboring elementary school by the administrators and counselors of the junior high school. Such visit was to be at such time of the day as to allow for approximately one-half hour to be spent with the H6 students and their teachers, and, for a conference period to immediately follow the class visit. The conference participants would include the administrators and counselors of the junior high, and the administrators and sixth grade teachers of the elementary school, as well as the nurse and other teachers who may wish to contribute information that would be helpful in more effectively planning for the child's entrance into the junior high school.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
135 Van Ness Avenue
San Francisco 2, California

TO: Principals and Assistant Principals of Elementary
Schools

From: Margaret Holland, Supervisor of Guidance

Re: Workshop Discussion of the Coordination Program,
Friday, August 26, 1955

The present program, with minor changes, has been in operation for approximately eight years. Meetings have been held during these years to evaluate the various phases of the program, and to revise old or formulate new forms as needs arose.

During the Workshop it is hoped that, through discussion of the program by all administrators involved in the articulation between different level schools, changes may be indicated that will provide for gradual transition, for better pupil placement, and, therefore, for a more satisfactory adjustment of each child in the new school.

You may wish to consider the following points before August 26:

1. Orientation Day - Consider the best time for the visit to the junior high school
2. Changes in Personal Data Card
3. Ways of involving parents of H-6 or H-8 grade children in the program so that there is more understanding of the careful planning made for each child before he leaves the elementary school

Your cooperation in helping to evaluate the Coordination Program is sincerely appreciated.

August 22, 1955

ATYPICAL CLASSES

Progress Report for _____
Put Date Here

(1) _____
Name I.Q. Birth Date

(2) Reading ability:

(3) Arithmetic ability:

(4) Oral expression:

(5) Written work:

(6) Handwork:

(7) Special Interests & Aptitudes:

(8) Social Aptitudes:

(9) Health:

Permanent Disabilities:

Temporary Ailments:

Physical Appearance:

(10) Attendance:

(11) Home Background:

(12) Work Experience - if any:

(13) School Success:

(14) Remarks:

(15) _____
Teacher's Signature School

POINT II CLASSES

Progress Report for _____
Put Date Here

Name I.Q. Birth Date

(1) Social Competence:

(2) Verbal Ability:

(3) Muscular Coordination:

(4) Handcrafts

(5) Academic Ability:

(6) Health:

Permanent Disabilities:

Temporary Ailments:

Physical Appearance:

(7) Attendance:

(8) Home Background:

(9) Remarks:

Teacher's Name

School

(1) Last Name First Middle Initial			(2) Birthdate	(3) Birthplace	(4) Address		(5) Phone No.
(6) Father's Name		(7) Status	(8) Birthplace	(9) Address	(10) Phone No.	(11) Business	(12) Bus. Phone No.
(13) Mother's Name		(14) Status	(15) Birthplace	(16) Address	(17) Phone No.	(18) Business	(19) Bus. Phone No.
(20) Guardian			(21) Relationship	(22) Address	(23) Phone No.	(24) Business	(25) Bus. Phone No.
(26) Public or Private Agencies Concerned					(27) Number of Siblings		
(28) List Schools Where Other Than Atypical Placement							
(29) School & Date Entered Atypical			(30) Future Placements and Reason for Change				
(31) Binet Tests (Form-Date-Tester-C.A.-M.A.-I.Q.)							
(32) Mental Tests Other Than Binet							
(33) Health Data							
(34) Academic Status on Entering Atypical							
(35) Social Behavior on Entering Atypical							
(36) Remarks at Entering Atypical							
(37) Date Left Atypical -- Reason							
(38)							

REVIEW WORDS AS USED IN SAMPLE OF BRAILLE
FIGURE 5, PAGE 27

- | | |
|------------|------------|
| 1. always | 19. art |
| 2. tongue | 20. mind |
| 3. butcher | 21. knee |
| 4. carpet | 22. pint |
| 5. kitchen | 23. frost |
| 6. chicken | 24. luck |
| 7. cheese | 25. tore |
| 8. quarter | 26. spot |
| 9. feather | 27. daily |
| 10. shower | 28. grape |
| 11. prison | 29. pile |
| 12. thirty | 30. dozen |
| 13. divide | 31. sink |
| 14. cause | 32. quart |
| 15. bunch | 33. nickel |
| 16. cloth | 34. death |
| 17. nobody | 35. sixty |
| 18. silver | 36. bought |